

Funding Weights & Allotments

House Public Education Committee

TEXAS EDUCATION AGENCY

FEBRUARY 5, 2019

Agenda

WEIGHTED CATEGORIES (M&O)

Special Education

Compensatory Education

Bilingual Education

Career and Technology

Gifted and Talented

Public Education Grant Allotment

High School Allotment

New Instructional Facility Allotment

DISTRICT ADJUSTMENTS (M&O)

Small District Adjustment

Midsize District Adjustment

Sparsity Adjustment

FACILITIES ALLOTMENTS (I&S)

Instructional Facilities Allotment

Existing Debt Allotment

History of Funding Weights

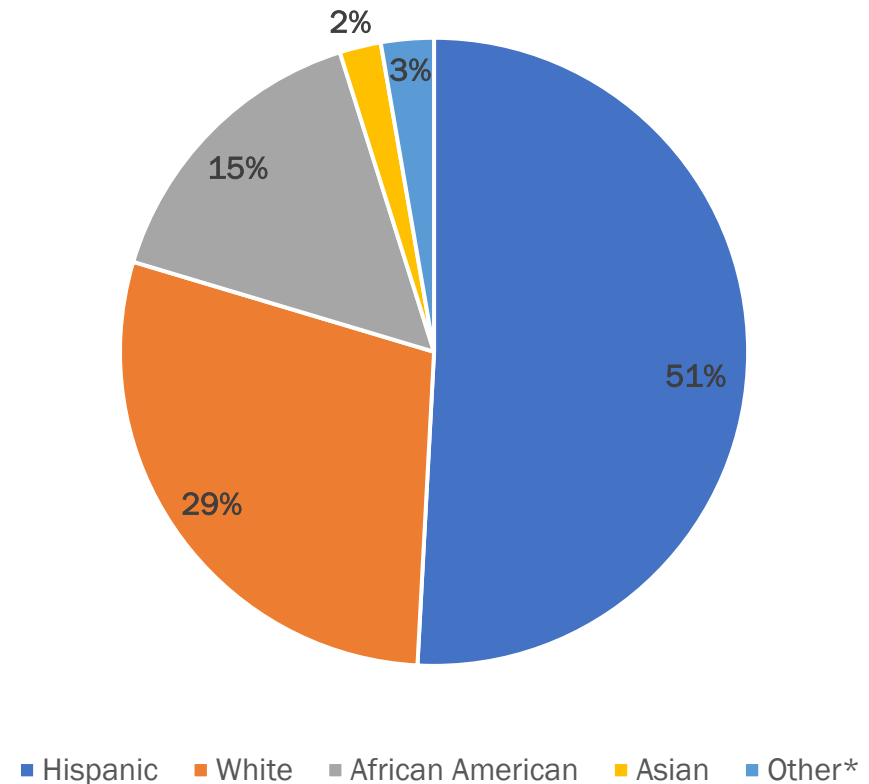
Special Allotment / Weights	Created	Last Updated	Notes
Special Education	1984	1993	Various Weights
Compensatory Education	1984	1989	Updated for Pregnancy Related Services
Bilingual Education	1984	1984	No change
Career and Technology	1984	2003	Reduced to 1.35
Gifted and Talented	1984	1991	Gradual increase to current weight
Public Education Grant	1995	1995	
High School Allotment	2006	2009	Moved to Tier I but no change to \$275

Special Education Allotment (TEC §42.151)

student demographics, and other information

- In FY2018, total state Special Education allotment is estimated at over \$3 billion.
- Special Education has a minimum direct spending requirement of 52%.
- Special Education funding begins by converting days of attendance to contact hours to full-time student equivalents (FTEs) based on 30 contact hours per week. Then FTEs are converted to *weighted* FTEs, *except Mainstream, which is funded on an average daily attendance (ADA) basis.*

Special Education Demographics

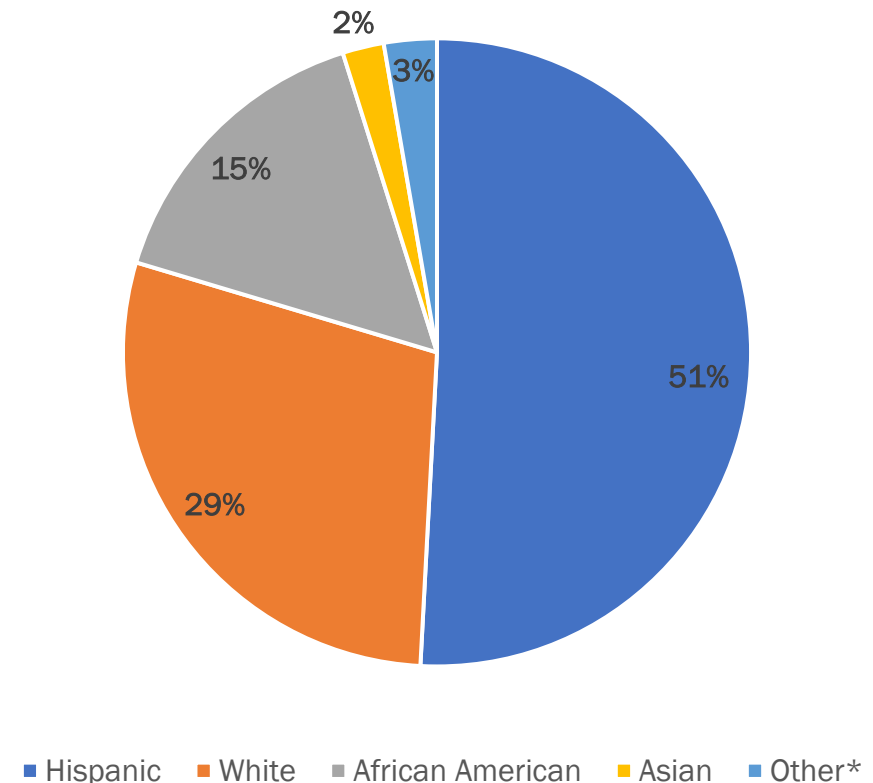


Special Education Allotment (TEC §42.151)

weights & student demographics

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Homebound	5.0
Hospital class	3.0
Speech therapy	5.0
Resource room	3.0
Self-contained mild & moderate	3.0
Self-contained severe	3.0
Off home campus	2.7
Nonpublic day school	1.7
Vocational adjustment class	2.3
Residential care & treatment	4.0
State schools	2.8
Mainstream (ADA, not FTE basis)	1.1 (effectively 2.1)

Special Education Demographics



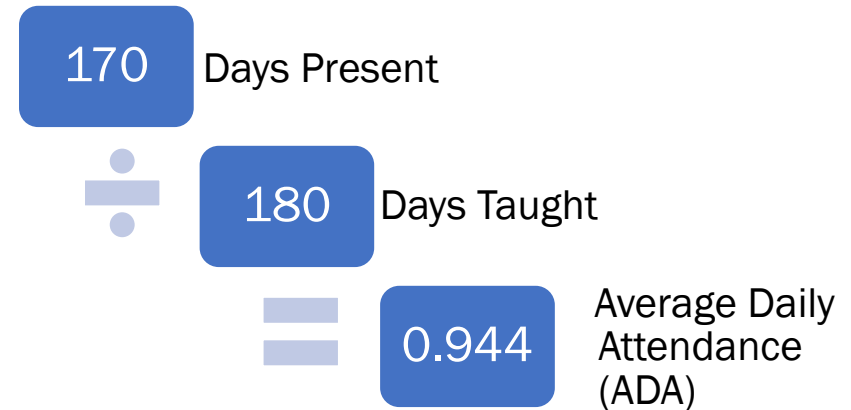
Step 1: SPED Enrollment to Average Daily Attendance (ADA)

The Average Daily Attendance is the average attendance of students for the school year.

Simply put, $ADA = \text{Days Present} \div \text{Days Taught}$ (days open for instruction)

Example: Johnny was present for 170 of the 180 days a campus was open for instruction.

Johnny's ADA = 0.944 (This will be used to calculate the regular program allotment).



$$\begin{array}{rcl}
 170 & \text{Days Present} & \\
 \div & & \\
 180 & \text{Days Taught} & \\
 = & & \\
 0.944 & \text{Average Daily Attendance (ADA)} &
 \end{array}$$

Step 2: SPED Days Present to Contact Hours

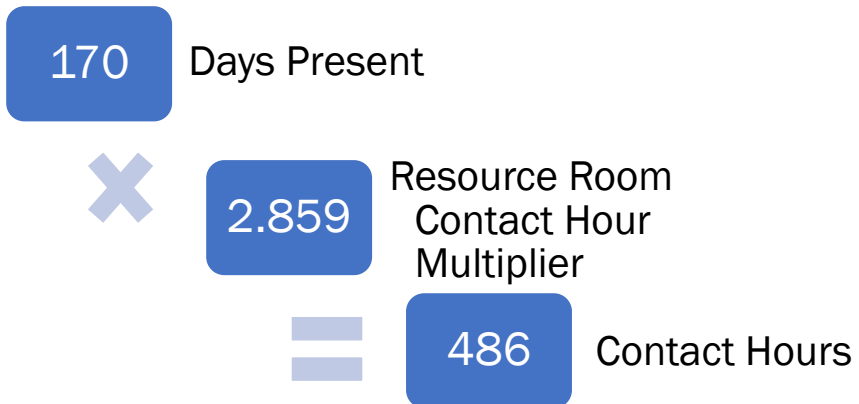
The SPED Days Present must be converted to contact hours. The amount of assigned contact hours varies by instructional arrangement. Contact hours are the total eligible days present for that instructional setting multiplied by the corresponding contact-hour multiplier.

Contact hours for any one student receiving SPED services may not exceed six hours per day or 30 hours per week for funding purposes.

Contact Hours = Days Present X Contact Hour Multiplier

Johnny had an IEP which indicated a Special Education setting of "Resource Room" and was present for 170 days in the school year.

Johnny's Total Contact Hours = 486.



Instructional Arrangement	Contact Hour Multiplier
Homebound	1.000
Hospital Class	4.500
Speech Therapy	0.250
Resource Room	2.859
Self-contained mild/moderate & severe	2.859
Off-home Campus	4.250
Vocational Adjustment Class	5.500
State Schools	5.500
Nonpublic Contracts	n/a
Residential Care & Treatment	5.500
Mainstream	n/a

*Mainstream is funded based on ADA, not FTEs, and is treated differently in the formulas

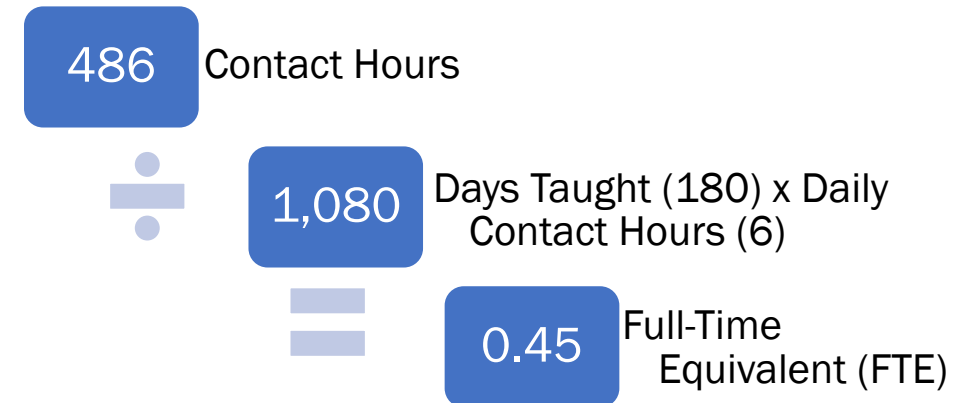
Step 3: SPED Contact Hours to Student Full-Time Equivalents (FTEs)

A Full-Time Equivalent is based on 30 Contact Hours per week between a student participating in an eligible program and applicable program personnel. [See TEC Sec. 42.151(f)].

$$\text{FTE} = \text{Contact Hours} \div (\text{Days Taught} \times \text{Daily Contact Hours (6)})$$

Johnny had an IEP which indicated a Special Education setting of "Resource Room" and was present for 170 days in the school year.

Johnny's Resource Room FTE = 0.45.



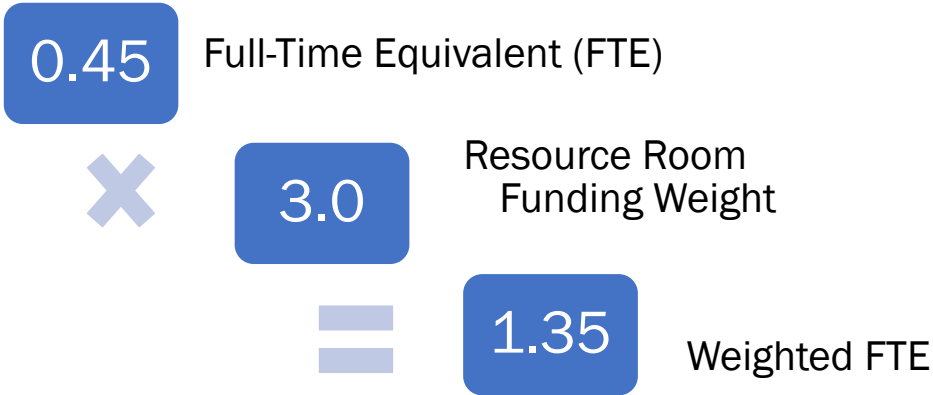
Step 4: SPED FTEs to Weighted FTEs

A student with a disability is assigned one of 12 SPED instructional arrangements, each with a varying weight (from 1.1 to 5.0), that is based on the duration of the daily service provided and the location of the instruction.

Weighted FTE = FTE x Instructional Arrangement Weight

Resource Room has an Instructional Arrangement Funding Weight of 3.0.

Johnny's Weighted FTE = 1.35.



Instructional Arrangement	Weight
Homebound	5.0
Hospital Class	3.0
Speech Therapy	5.0
Resource Room	3.0
Self-contained M&M & Severe	3.0
Off-home Campus	2.7
Vocational Adjustment Class	2.3
State Schools	2.8
Nonpublic Contracts	1.7
Residential Care & Treatment	4.0
Mainstream*	1.1

*Mainstream is funded based on ADA, not FTEs, and is treated differently in the formulas

Step 5: Special Education Allotment

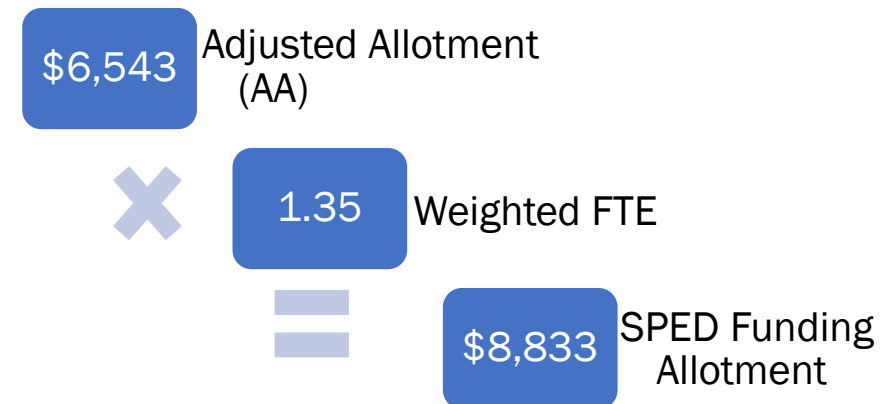
As previously mentioned, funding is based on the amount of time that students with disabilities are served in their instructional arrangements.

To calculate a district's SPED allotment, the district's Adjusted Allotment (AA) is multiplied by the weighted FTEs in each instructional arrangement.

SPED Funding = Adjusted Allotment (AA) x Weighted FTE

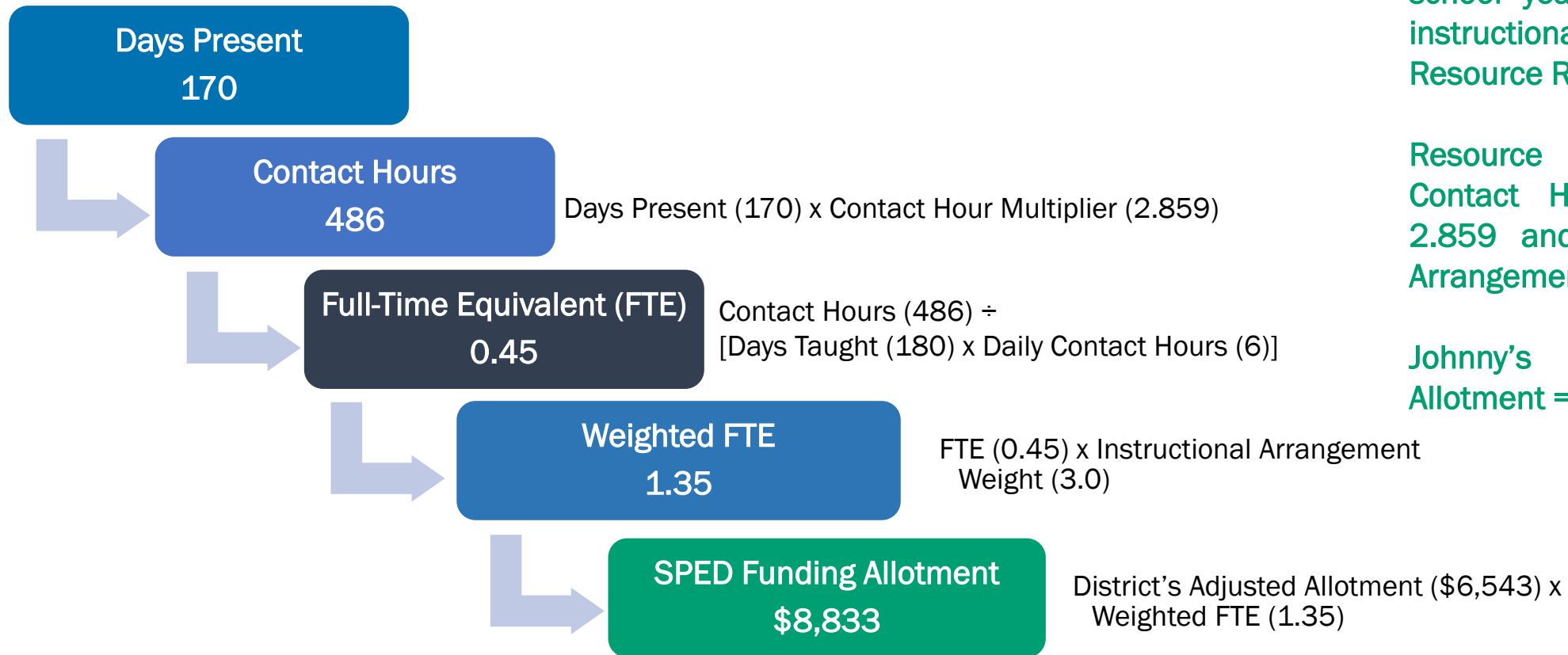
\$6,543 = 2018 Average Adjusted Allotment.

Johnny's SPED Funding = \$8,833.



SPED Allotment Funding Summary

(Steps 1 through 5)

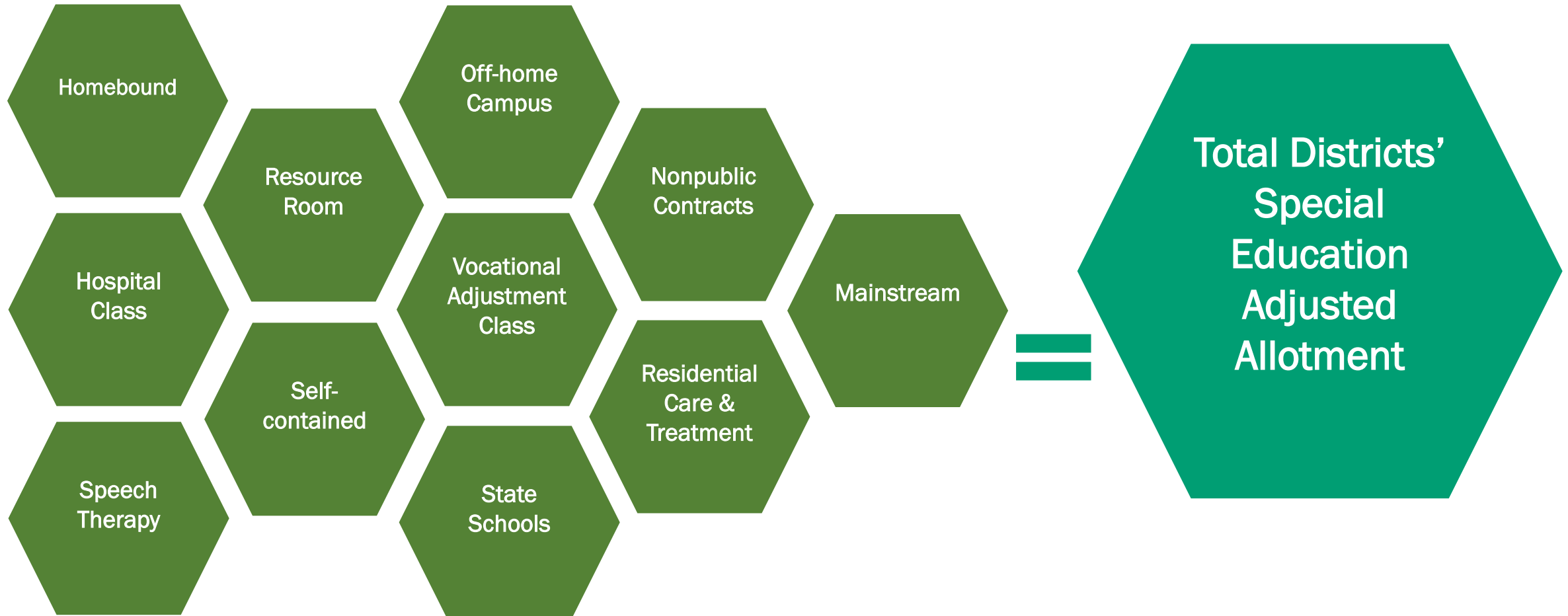


Johnny was present for 170 of the 180 days taught this school year and was in an instructional setting of Resource Room.

Resource Room has a Contact Hour Multiplier of 2.859 and an Instructional Arrangement Weight of 3.0.

Johnny's SPED Funding Allotment = \$8,833.

The Total Districts' SPED Adjusted Allotment is the sum of all SPED allotments.



Step 6: Regular Program Allotment (adjusted for Special Education and Career and Technology)

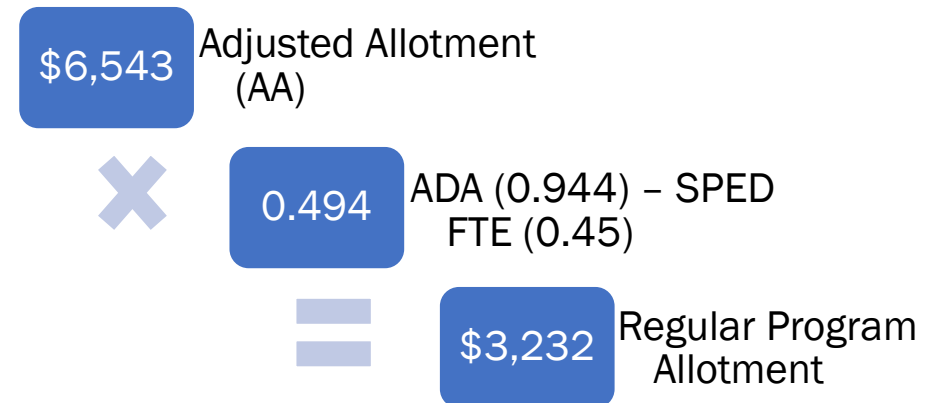
To calculate a district's regular education program allotment, the district's AA is multiplied by the district's number of students in ADA who are not receiving special education services or career and technical education (CTE).

Regular Program Funding = AA x (ADA – FTE [minus SPED and CTE FTES])

\$6,543 = 2018 Average Adjusted Allotment.

Johnny did not take any Career and Technical courses and had ADA = 0.944.

Johnny's Regular Program Funding = \$3,232.

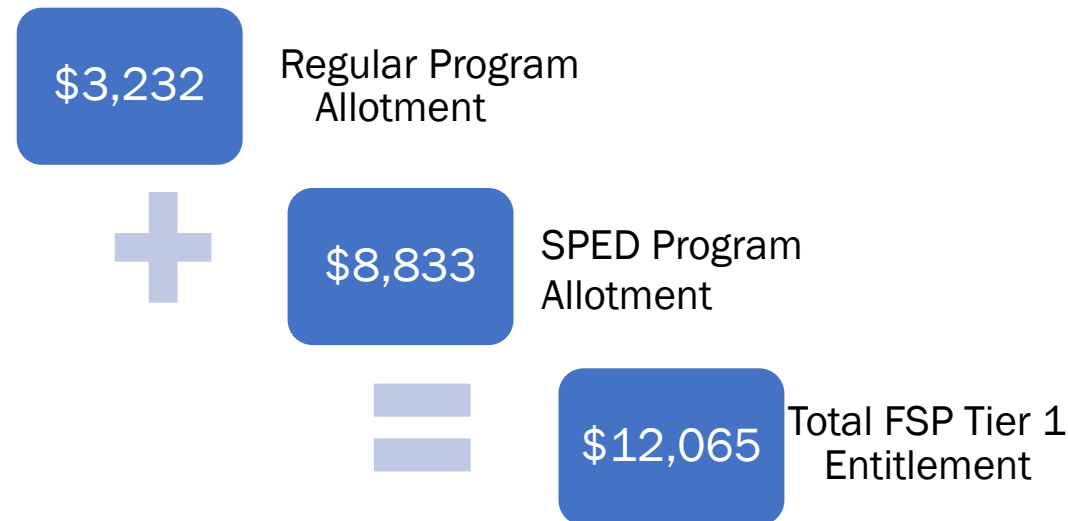


Step 7: Calculate Total Funding

[Regular Program Allotment + SPED Allotment]

The sum of the Tier I amounts (regular program allotment, all other program allotments, NIFA, transportation allotment, and high school allotment) represents a district's Tier I entitlement.

Johnny did not participate in any other Tier 1 programs on campus. Therefore, Johnny's Regular Program Allotment plus his SPED Program Allotment (based on an instructional arrangement of Resource Room) will represent his Total FSP Entitlement.

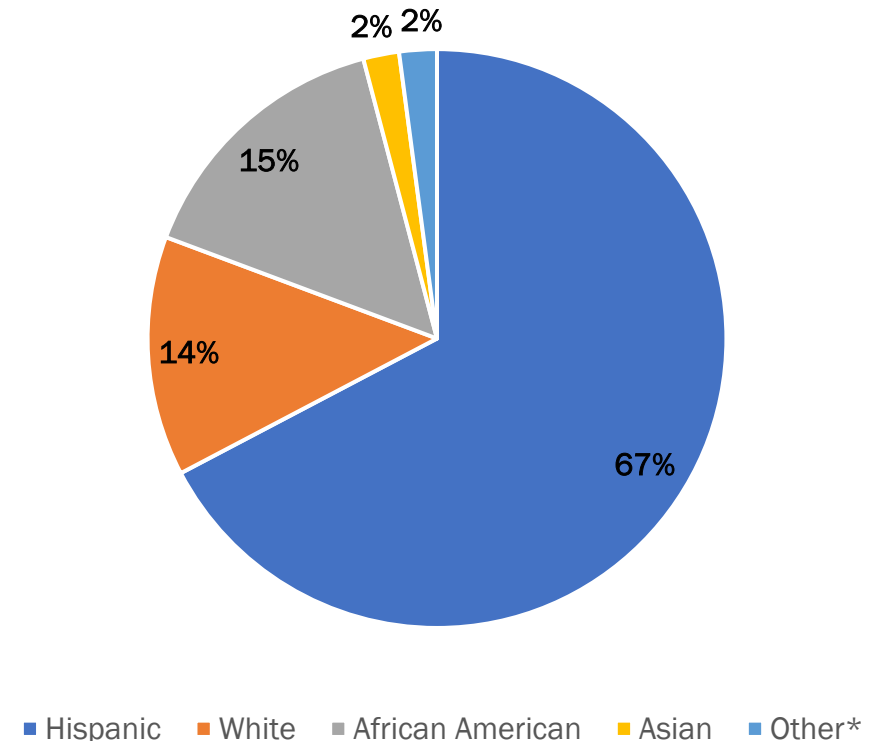


Compensatory Education Allotment (TEC §42.152) weights, student demographics, and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Economically Disadvantaged	0.20
Pregnancy Related Services	2.41

- In FY2018, total State Compensatory Education allotment is estimated at over \$4 billion.
- Compensatory Education has a minimum direct spending requirement of 52%.
- The primary calculation for compensatory education funding involves student eligibility for the free and reduced price lunch program administered by the Texas Department of Agriculture.

Economically Disadvantaged Demographics



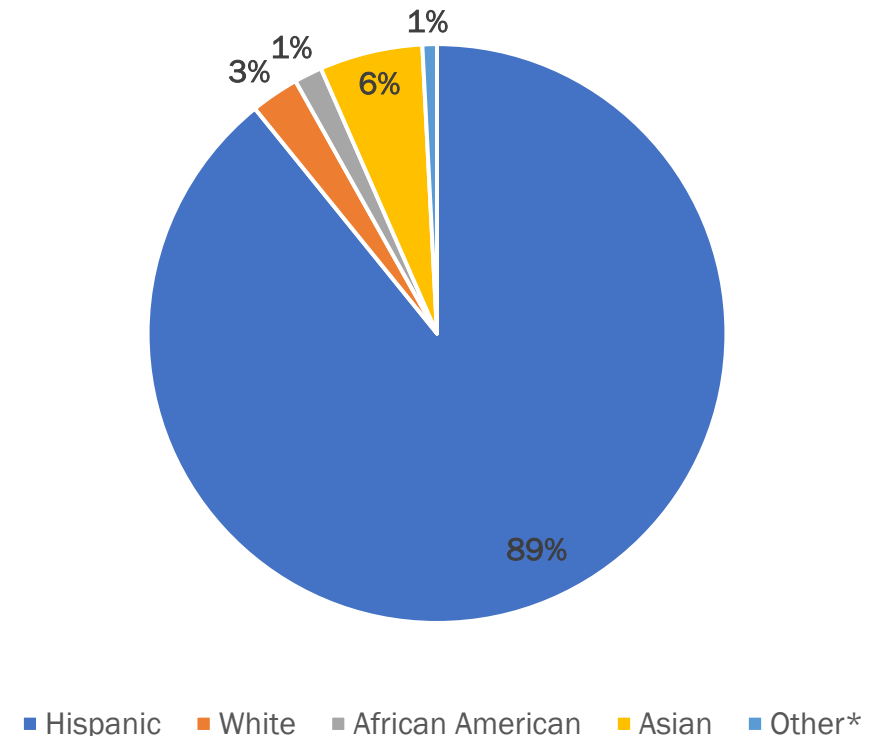
Bilingual Education Allotment (TEC §42.153)

weight, student demographics, and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Bilingual Education	0.10

- Students who are identified as English learners and are participating in a special language program are eligible for weighted funding.
- There is no differentiation in funding for bilingual or ESL program models.
- Additional bilingual weighted funding is not provided for native English speakers voluntarily participating in dual language programs.

English (Language) Learner Demographics



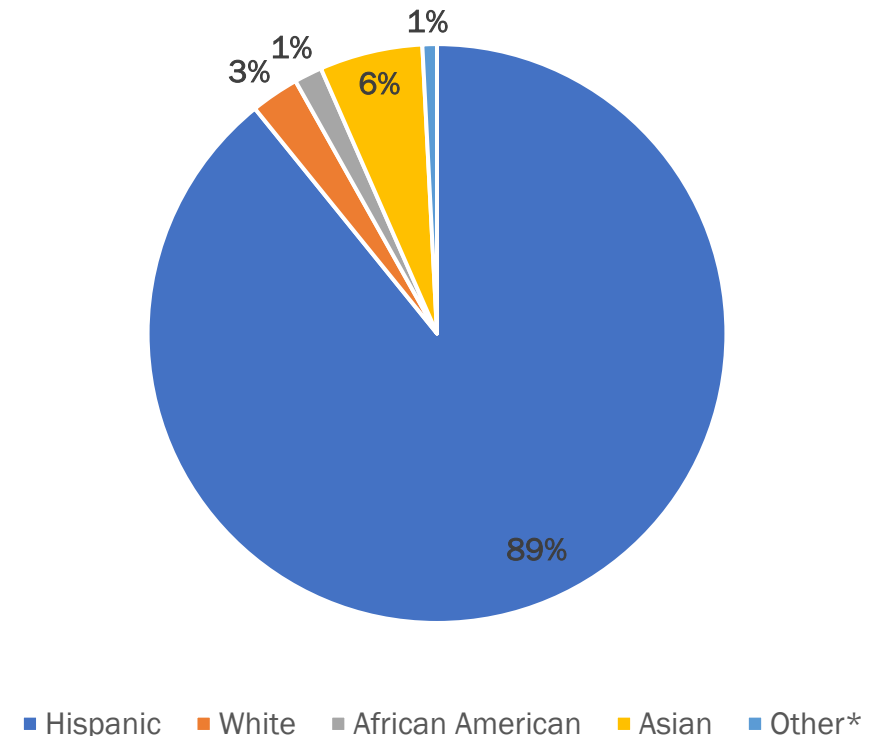
Bilingual Education Allotment (TEC §42.153)

weight, student demographics, and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Bilingual Education	0.10

- In FY2018, total Bilingual Education allotment is estimated at over \$505 million.
- Bilingual Education has a minimum direct spending requirement of 52%.
- Bilingual Education is funded on an average daily attendance (ADA) basis.
- Bilingual Allotment = $\text{Adjusted Allotment} \times 0.10 \times \text{Bilingual ADA}$

English (Language) Learner Demographics

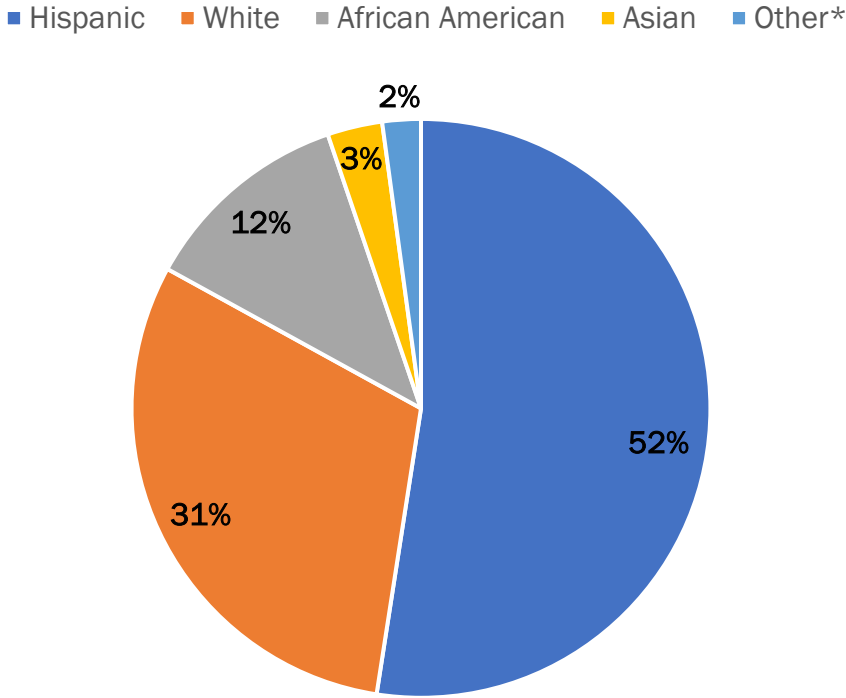


Career and Technology (CTE) Allotment (TEC §42.154) weights, student demographics, and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Regular Career and Technology	1.35**
Advanced Career and Technology (When student is enrolled in two or more advanced CTE classes)	\$50

- In FY2018, total Career and Technology Education allotment is estimated at over \$2.1 billion.
- Career and Technology has a minimum direct spending requirement of 58%.
- Career and Technology is also funded on a student FTE basis similar to special education.
- $CTE = (Adjusted\ Allotment \times 1.35 \times CTE\ FTE) + (\$50 \times CTE\ FTE)$

Career & Technology Student Demographics



**Along with Special Education FTEs, CTE FTEs are subtracted from ADA as part of the calculation of the regular program allotment.

*Other: includes American Indian, Pacific Islander, and Two or More Races

Full-Time Equivalents (FTEs) - CTE

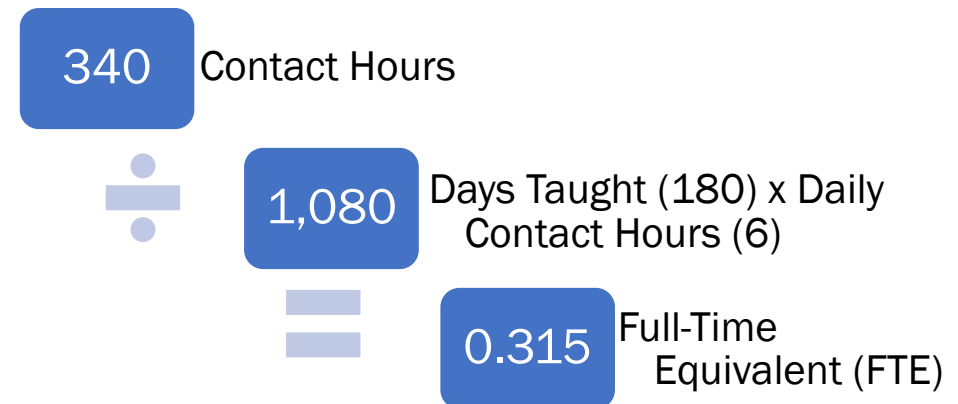
A Full-Time Equivalent is based on 30 Contact Hours per week between a student and career and technology program personnel. [See TEC Sec. 42.154(b)(2)].

$$\text{FTE} = \text{Contact Hours} \div (\text{Days Taught} \times \text{Daily Contact Hours (6)})$$

Johnny was enrolled in two CTE courses and was present for 170 days in the school year.

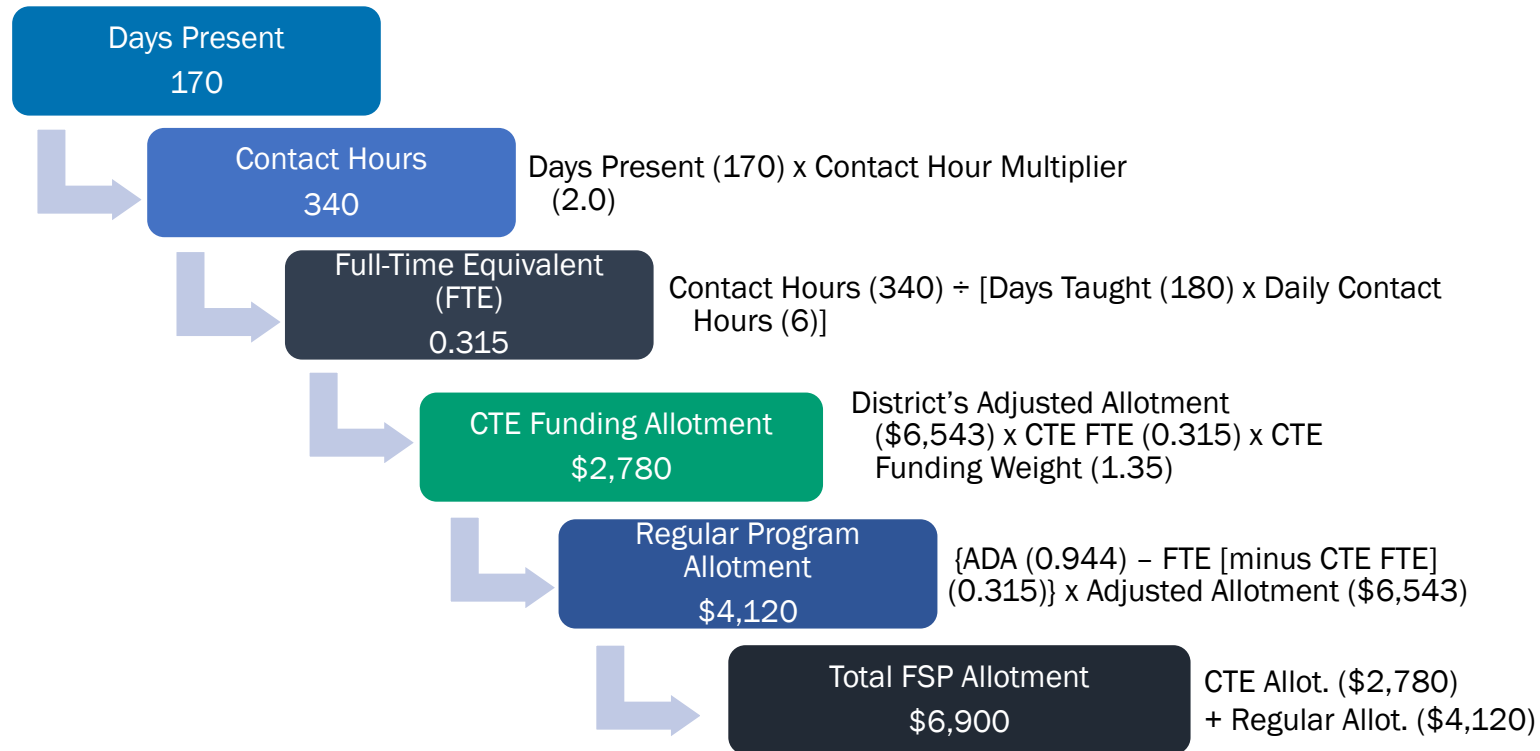
Johnny's Total Contact Hours = 340.

*Johnny's CTE FTE = 0.315**



*The CTE FTE of 0.315 will be subtracted from the refined ADA of 0.944 when calculating the regular program allotment.

CTE Funding Example



Johnny was present for 170 of the 180 days taught this school year and was in a CTE instructional setting of “V2”

CTE “V2” has a Contact Hour Multiplier of 2.00.

Johnny's CTE Funding Allotment = \$2,780.
Johnny's Regular Funding Allotment = \$4,120.

Johnny's Total FSP Funding Allotment = \$6,900.

This amount is approximately \$720 more than what would be delivered for Jill, (Johnny's twin sister who is not in a CTE setting but had identical attendance):

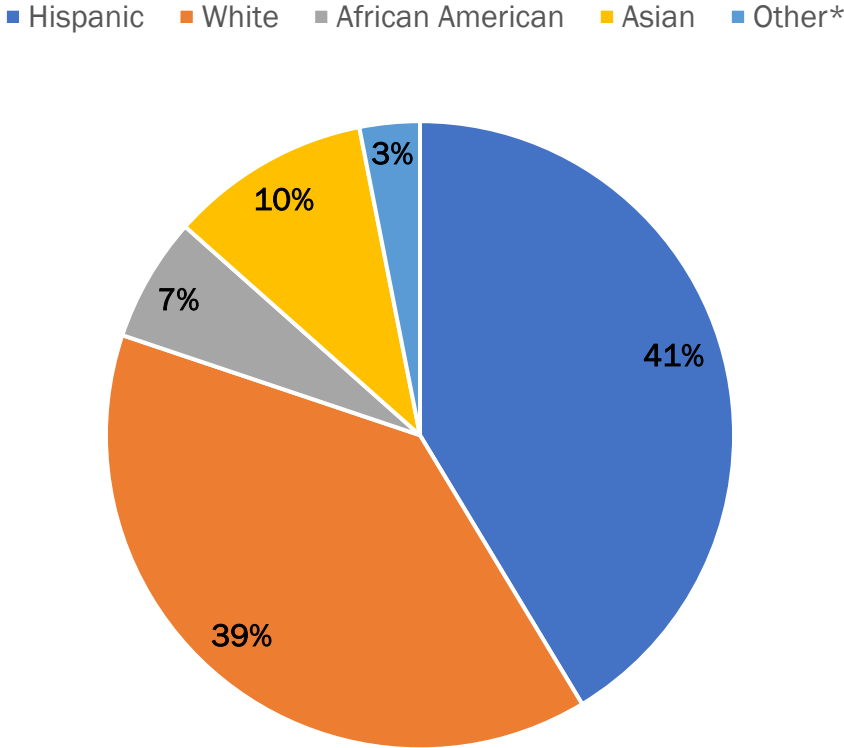
0.944 (ADA) x \$6,543 (Adjusted Allotment) = \$6,180

Gifted and Talented Student Allotment (TEC §42.156) weight, student demographics, and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Gifted and Talented	0.12

- In FY2018, total Gifted and Talented Student allotment is estimated at \$165 million.
- Gifted and Talented has a minimum direct spending requirement of 55%.
- Gifted and Talented funding is limited to five percent (5%) of a district’s number of students in average daily attendance.
- GT Allotment = $\text{Adjusted Allotment} \times 0.12 \times \text{GT Enrollment (capped at 5\% of ADA)}$.

Gifted and Talented Demographics

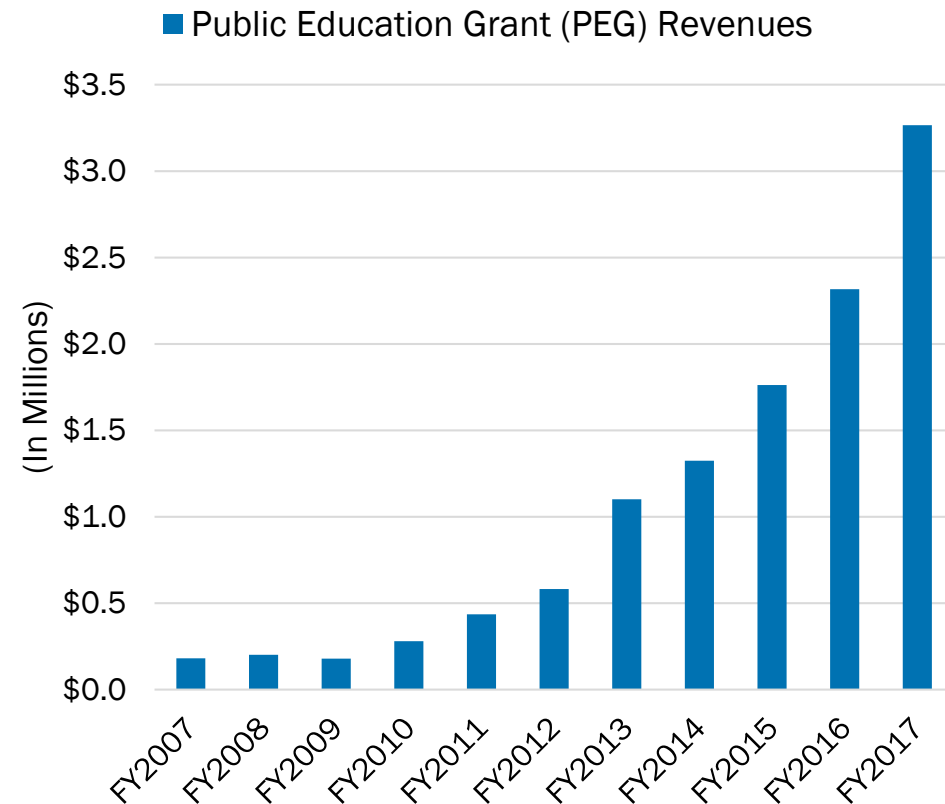


*Other: includes American Indian, Pacific Islander, and Two or More Races

Public Education Grant Allotment (TEC §42.157) weight and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Public Education Grant	0.10

- In FY2017, total Public Education Grant (PEG) allotment was over \$3 million.
- PEG does not have a minimum spending requirement or its own assigned managerial accounting code, and thus expenditures are not captured separately.
- PEG Allotment = $\text{Adjusted Allotment} \times 0.10 \times \text{PEG ADA}$



High School Allotment (TEC §42.160)

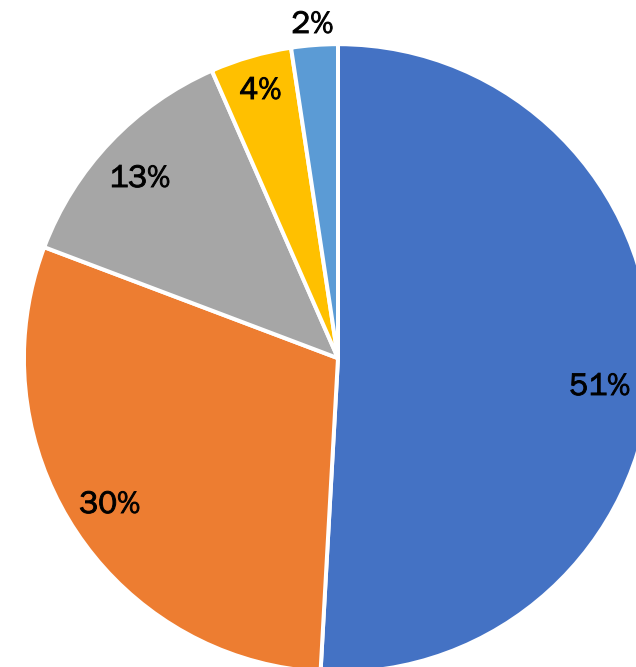
weights, student demographics, and other information

INSTRUCTIONAL SETTING	FUNDING WEIGHT
Students in Grades 9 - 12	\$275 per ADA

- In FY2018, total High School Allotment is estimated at nearly \$392 million.
- High School Allotment has a minimum direct spending requirement of 100%.
- High school allotment is funded on an average daily attendance (ADA) basis for all the students in Grades 9 through 12.
- High School Allotment = $HS\ ADA \times \$275$

High School Student Demographics

■ Hispanic ■ White ■ African American ■ Asian ■ Other*



New Instructional Facility Allotment (NIFA)

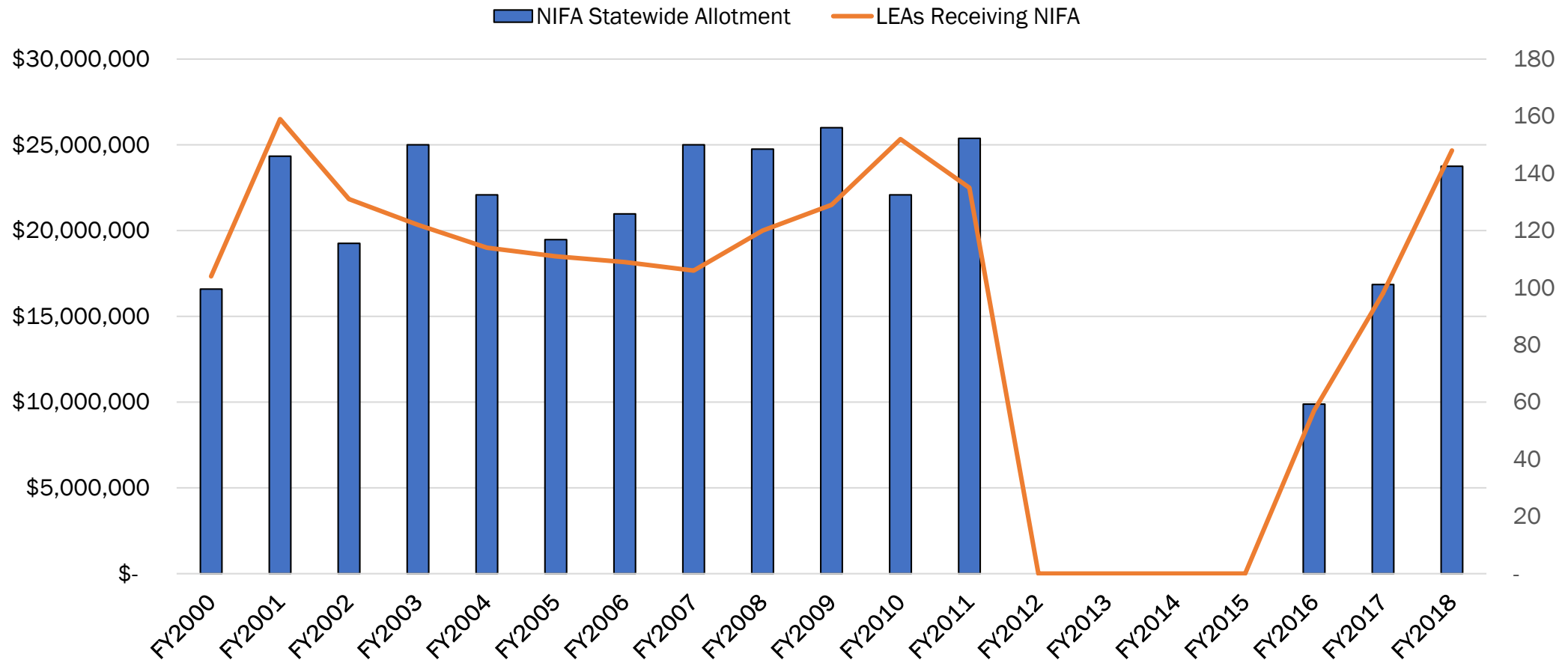
(TEC §42.158)

INSTRUCTIONAL SETTING	FUNDING WEIGHT
ADA on Eligible Campuses	\$1,000 per ADA

- This program was enacted by Senate Bill 4 of the 76th Legislature (1999). NIFA is not associated with funding for bonds or the associated debt payments.
- NIFA provides funding for operational expenses associated with the opening of a new instructional campus only for districts and charters.
- The program operates through applications, and is currently limited by appropriation.

- NIFA is currently limited to an annual statewide appropriation of \$23.75 million.
- In FY2018, total un-prorated NIFA is estimated at nearly \$114.5 million, with 71% of the funding for school districts and 29% of the funding for charter schools.
- Therefore the prorated allotment is estimated at **\$235 per ADA** for all eligible campuses.
- NIFA has no spending requirement.

NIFA has totaled nearly \$300 million since the inception of the program in FY2000



Small district and mid-size district adjustments

The small district and mid-size district adjustment provide for additional funding for some school districts.

The small district adjustment (SDA) applies to districts with less than 1,600 students and has two formulas that provide differing levels of funding:

- For districts < 300 square miles, $SDA^1 = (1 + ((1,600 - ADA) \times 0.00025)) \times \text{Adjusted Basic Allotment}$
- For districts > 300 square miles, $SDA^2 = (1 + ((1,600 - ADA) \times 0.00040)) \times \text{Adjusted Basic Allotment}$

The mid-size district adjustment (MDA) applies to districts with less than 5,000 students.

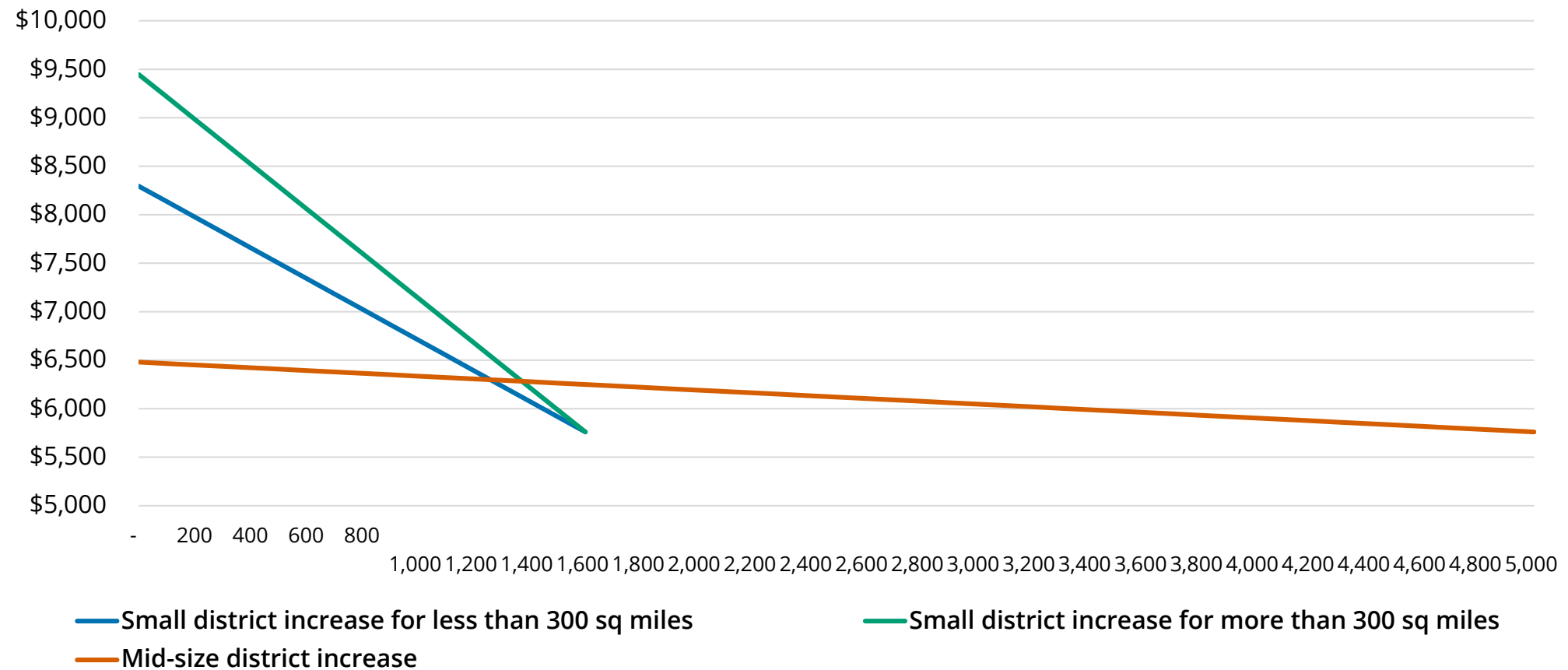
- $MDA = (1 + ((5,000 - ADA) \times 0.000025)) \times \text{Adjusted Basic Allotment}$

Small district adjustment and HB 21

In 2017, House Bill 21 (85-1) created a six-year transition period to merge the two adjustments together. The transition period begins in FY2019 and by FY2024, there will only be one formula to govern all small-size districts, regardless of the number of square miles in the district. For districts with less than 300 square miles, the adjustment factor will increase from 0.00025 (FY2018) to 0.00040 (FY2024).

Fiscal Year	SDA Factor		Fiscal Year	SDA Factor
FY2019	0.000275		FY2022	0.000350
FY2020	0.000300		FY2023	0.000375
FY2021	0.000325		FY2024	0.000400

“Per student” funding generated by the SDA and MDA formulas **decreases** as **ADA increases**



SDA and MDA Statistics

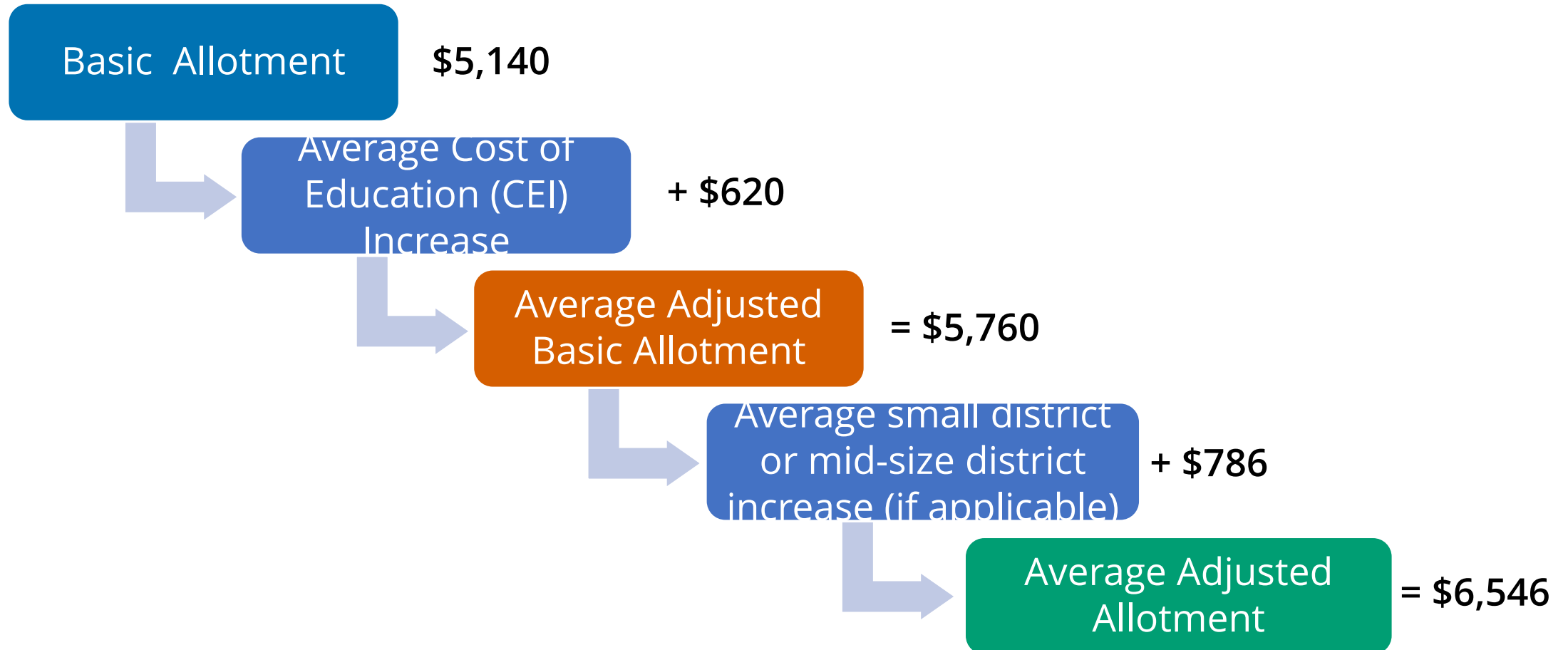
There are 626 districts receiving the **SDA**, with an **average increase of \$1,758 –or 33%** over each district's Adjusted Basic Allotment (ABA).

There are 242 districts receiving the **MDA**, with an **average increase of \$340 – or 6.3%** over each district's Adjusted Basic Allotment (ABA).

As a reminder, the Adjusted Basic Allotment is the dollar amount after the Cost of Education Index (CEI) adjustment is made but before the SDA and MDA are incorporated.

Statewide annual investment in the SDA and MDA is approximately **\$1.5 - \$1.6 billion** annually, including the funds flowed through the state average charter formulas.

In Summary: How the Basic Allotment becomes the Adjusted Allotment



Sparsity Adjustment

An additional adjustment to ADA is made for districts with sparse student populations. This adjustment allows an inflated ADA figure to be used in calculations of a sparsely populated district's funding if that district meets certain requirements, as shown in the following table:

An ADA figure of:	if the district offers:	and either:	
		the prior or current year ADA is at least:	<u>or</u> the number of miles to the nearest district with a high school is at least:
130 ADA is used	grades K–12	90	30
75 ADA is used	grades K–8	60	30
60 ADA is used	grades K–6	40	30
130 ADA is used	grades K–4*	75	30

**K-4 sparsity adjustment is only available if district meets additional requirements as laid out in TEC Chapter 42*

Sparsity Adjustment

There are 60 districts receiving the Sparsity Adjustment, with an average increase of 28 students in average daily attendance.

The Minimum ADA resulting from the Sparsity Adjustment is used in the Small District and Mid Sized District Calculations, and is also used to calculate the Regular Program Allotment

The statewide annual investment in the Sparsity Adjustment is approximately \$15 million.

Sparsity Adjustment Example

A K-12 district has actual ADA of 91, which might normally receive a Regular Program Allotment of \$832,663 (assuming an adjusted allotment of \$9,150)

However, the Sparsity Adjustment allows for the substitution of 130 ADA in the formulas, so the district instead receives \$1,177,947 (130 x \$9,061 adjusted allotment*)

Assuming, the district is less than 30 miles to the nearest high school, should the district ever fall below the 90 ADA threshold for two years in a row, the district would lose the sparsity adjustment (worth roughly \$345,000 in this example).

*The small increase in ADA (130 vs 100) due to the sparsity adjustment causes a slight decrease in the adjusted allotment resulting from the small district adjustment formula.

Facilities Funding

In Texas, school districts can adopt interest & sinking (I&S) tax rates up to **\$0.50** cents to generate revenue used to fund the annual debt service payments associated with bonds that are typically issued for the construction of facilities as well as for other legal, voter-approved purposes.

I&S tax collections are **not** used to pay directly for construction costs.

2017 I&S Adopted Tax Rates

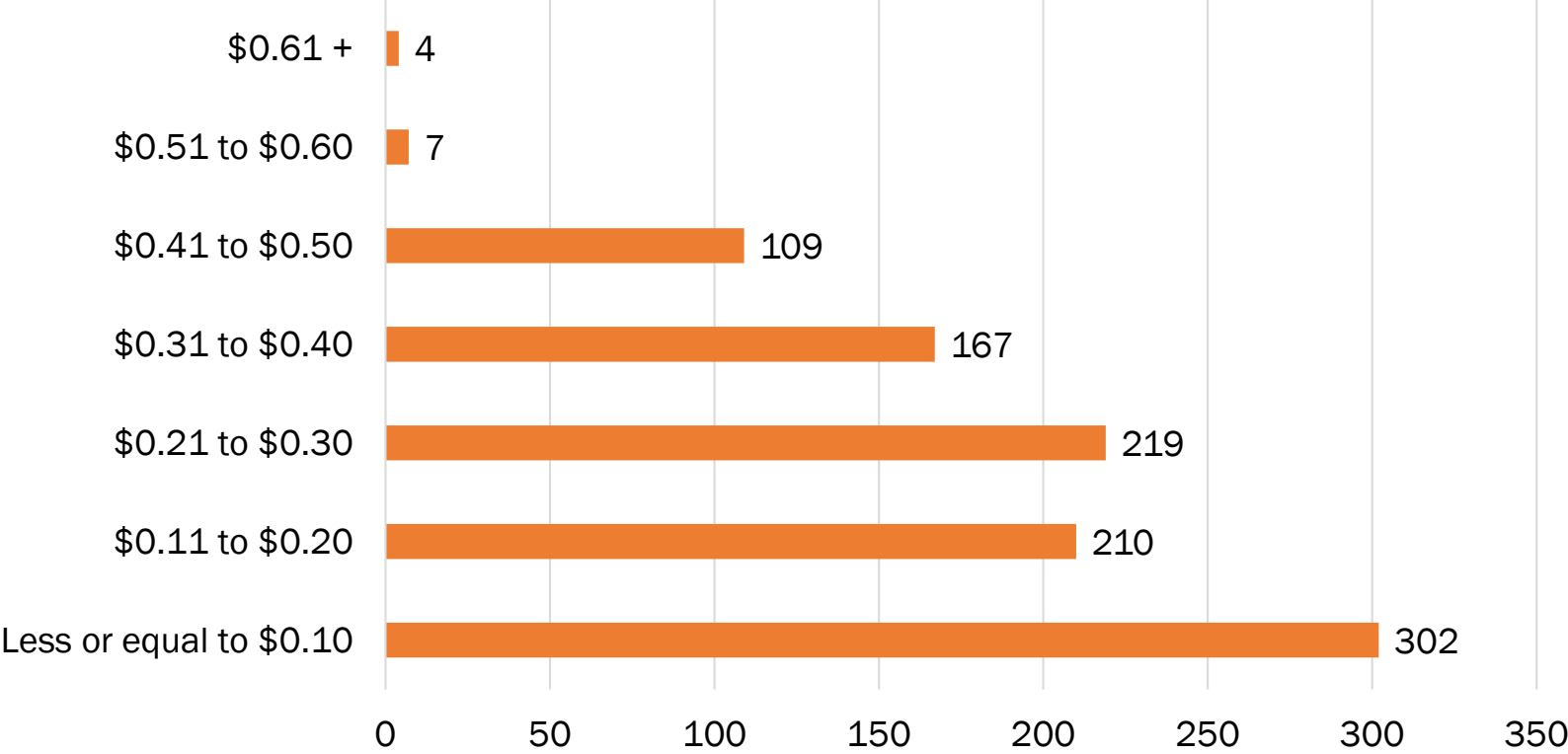
I&S tax rates range from **\$0.00 to \$0.87 cents**

173 districts have adopted a \$0.00 tax rate

29 districts have adopted a \$0.50 tax rate

11 districts have adopted a tax rate greater than \$0.50 tax rate

Number of Districts at Varying I&S Tax Rates



Facilities Funding: Instructional Facilities Allotment (IFA)

This program was enacted by House Bill 1 of the 75th Legislature (1997).

The IFA program provides assistance to school districts in making debt service payments on qualifying bonds.

Proceeds must be used for the construction or renovation of an instructional facility only.

The program operates through applications (**prior to bond issuance**) and has award cycles. The IFA is **NOT** used to pay directly for construction costs.

History of IFA awards

Round	Fiscal Year	Funding for Previous Awards (excluding new money)	Amount designated for new debt
1	FY1998	NA	Initial appropriation for all new debt
2	FY1999	NA	Initial appropriation for all new debt
3	FY2000	\$124.9 million	\$50 million
4	FY2001	\$173.1 million	\$50 million
5	FY2002	\$202.3 million	\$50 million
6	FY2003	\$236.4 million	\$50 million
-	FY2004	\$272.4 million	NA
7	FY2005	\$263.7 million	\$20 million
-	FY2006	\$269.6 million	NA
8	FY2007	\$252.9 million	\$50 million
-	FY2008	\$281.1 million	NA
9	FY2009	\$237.4 million	\$87.5 million
-	FY2010	\$285.3 million	NA
10	FY2011	\$225.8 million	\$75 million
-	FY2012	\$300.3 million	NA
-	FY2013	\$290.9 million	NA
-	FY2014	\$276.7 million	NA
-	FY2015	\$255.9 million	NA
-	FY2016	\$224.2 million	NA
11	FY2017	\$185.2 million	\$55.5 million

Facilities Funding: Existing Debt Allotment (EDA)

Created by the Texas Legislature in 1999, and the roll-forward provision was made permanent in 2009 (HB 3646).

House Bill 21 (2017, First Called Session) increased the EDA guaranteed yield from \$35 to the *lesser of* \$40 per ADA per penny on interest and sinking fund (I&S) taxes levied by school districts to pay the principal of and interest on eligible bonds, *or* an amount that would result in a \$60 million increase in state aid from the previous yield of \$35. The yield for the 2018–2019 school year is estimated to be \$36.65.

EDA can be used to help pay for debt on both instructional and non-instructional facilities. EDA is **NOT** used to pay directly for construction costs.

The program operates without applications and has no award cycles but, **to be eligible, payment of existing bonds must have been made during the final year of the previous biennium.**

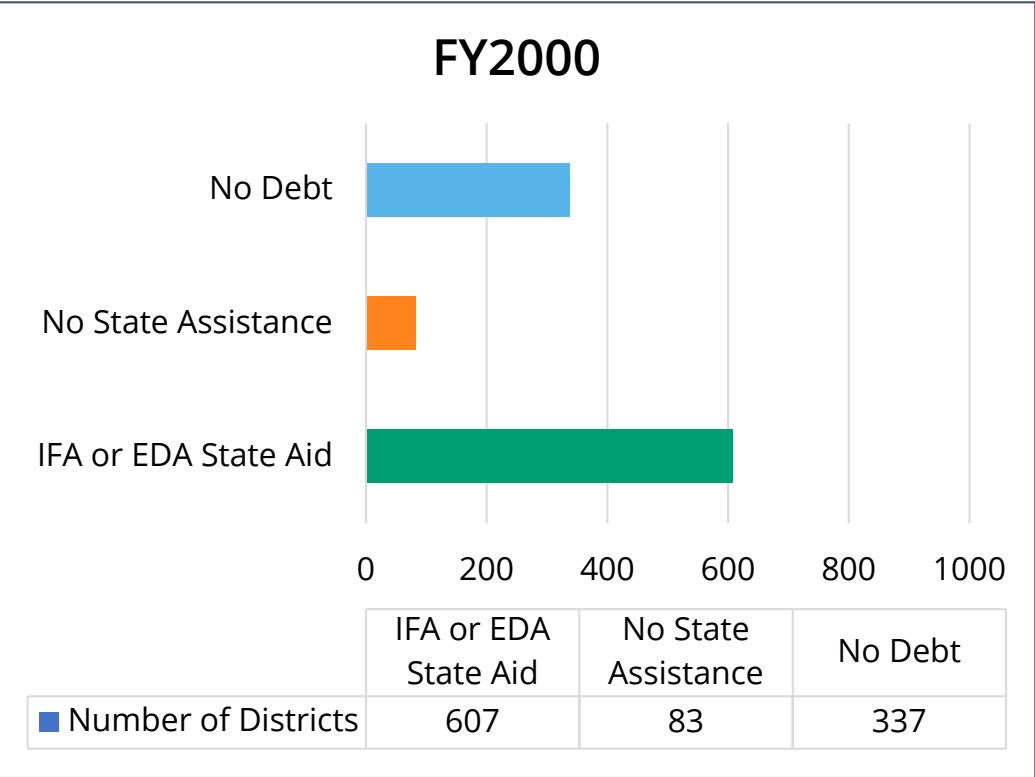
Eligibility, guaranteed yields, and limits on IFA and EDA

Funding formulas for facilities are similar to Tier Two because they work on a **guaranteed yield per penny of tax effort per student**. However, facilities funding formulas use ADA instead of the WADA used in Tier Two.

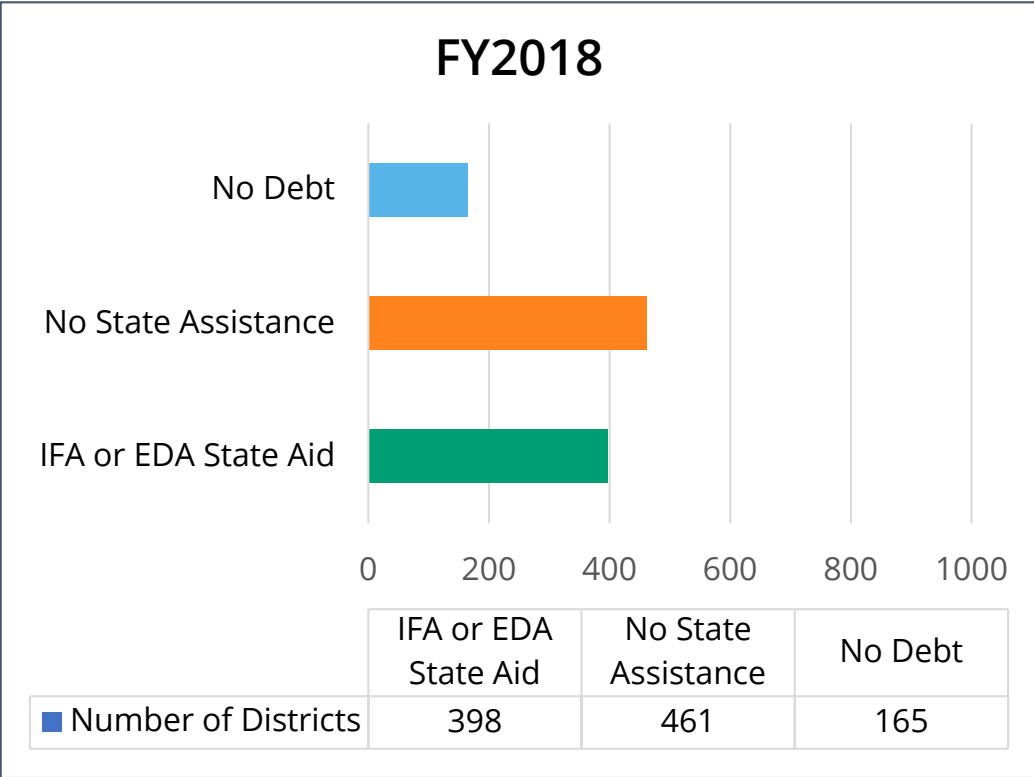
IFA has a guaranteed yield of \$35 per student in ADA per penny of tax effort, while EDA has a floating guaranteed yield, currently estimated to be approximately \$36.65, and EDA funding is currently limited to \$0.29 cents of tax effort.

How many districts receive IFA and EDA?

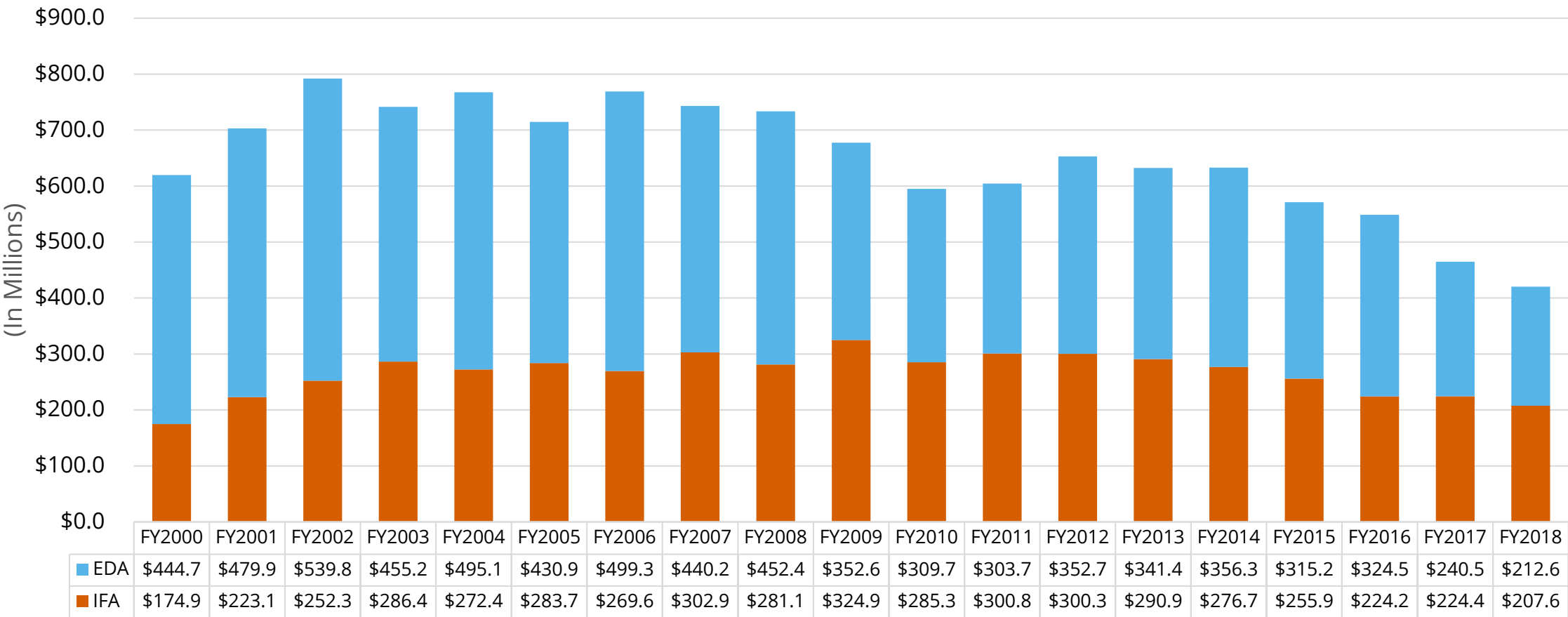
IN FY2000, **607, OR 59%** OF SCHOOL DISTRICTS RECEIVED EITHER IFA OR EDA.



IN FY2018, **398, OR 39%** OF SCHOOL DISTRICTS RECEIVED EITHER IFA OR EDA.



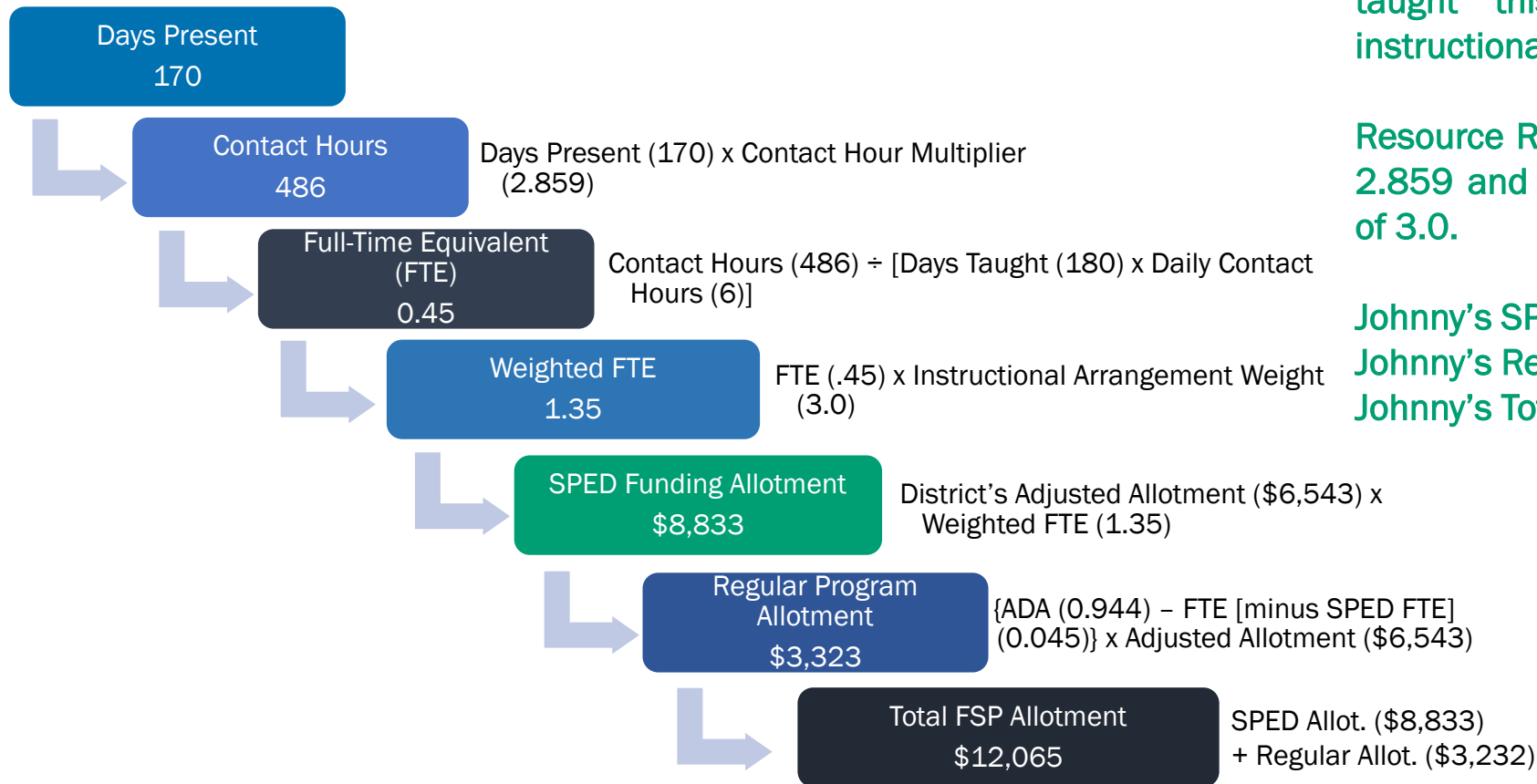
The state has contributed nearly \$12.4 billion to public school facilities funding since the inception of IFA and EDA.



Appendix

WEIGHTED STUDENT FUNDING AND PROGRAM TRENDS

Resource Room Funding Example



Johnny was present for 170 of the 180 days taught this school year and was in an instructional setting of Resource Room.

Resource Room has a Contact Hour Multiplier of 2.859 and an Instructional Arrangement Weight of 3.0.

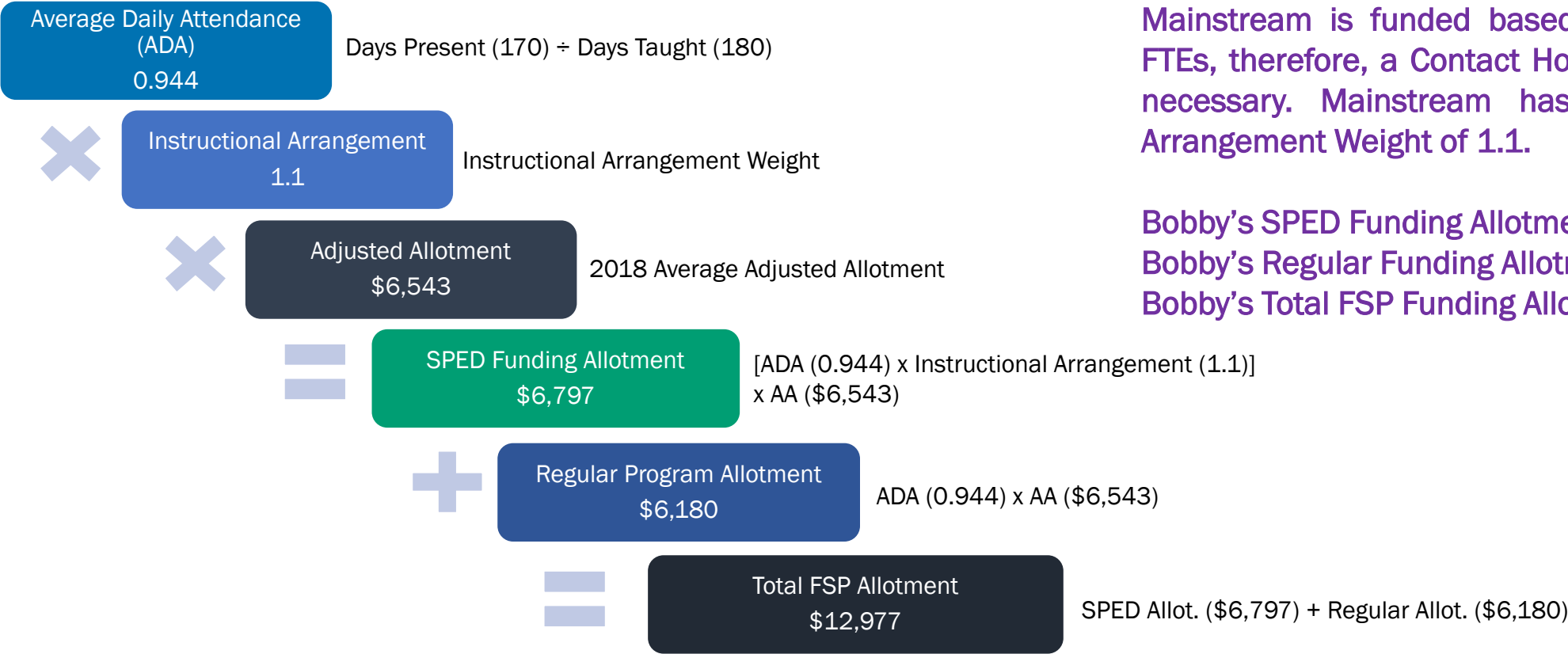
Johnny's SPED Funding Allotment = \$8,833.
Johnny's Regular Funding Allotment = \$3,232.
Johnny's Total FSP Funding Allotment = \$12,065.

Mainstream Funding Example

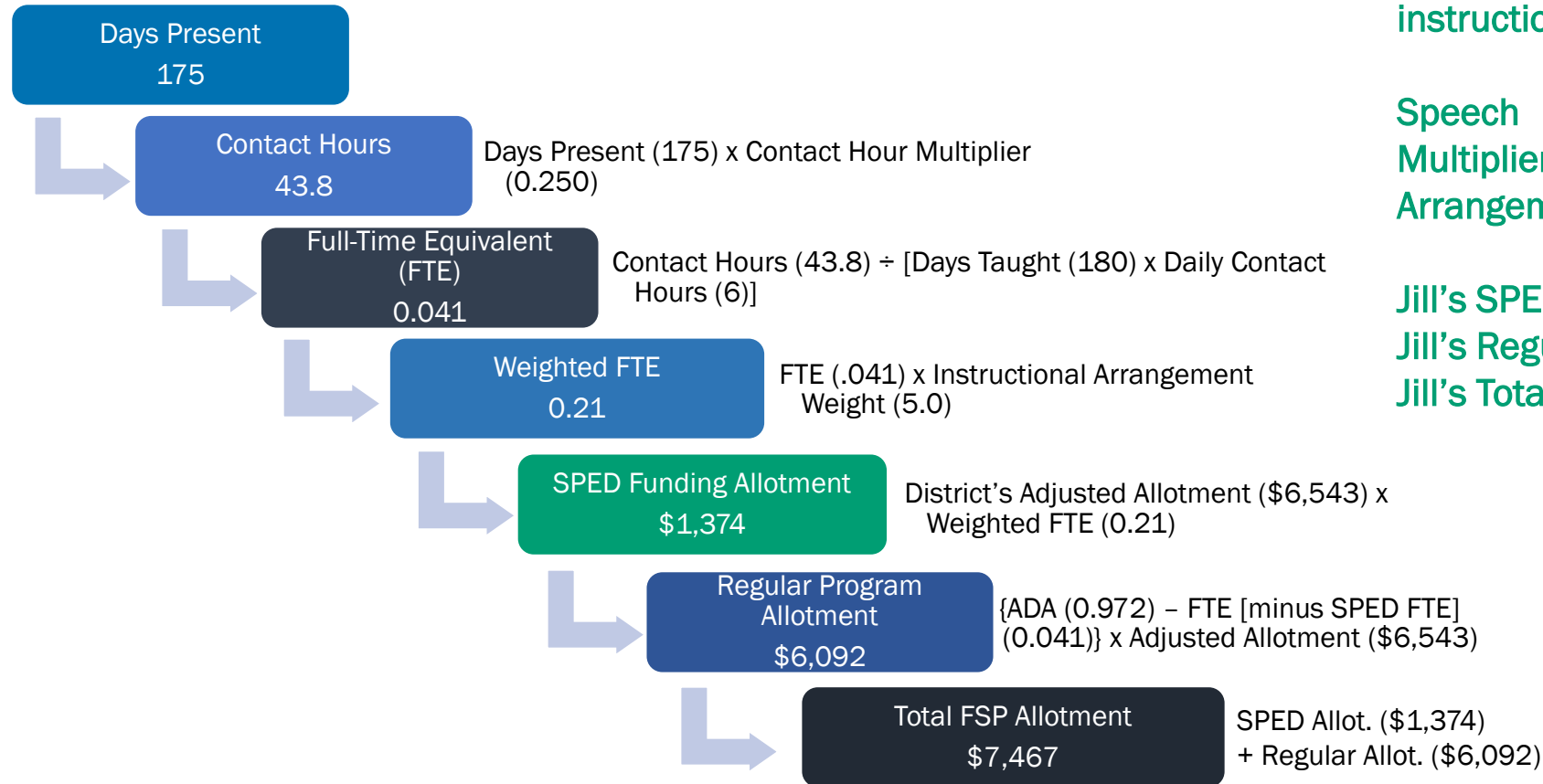
Bobby was present for 170 of the 180 days taught this school year and was in a Mainstream instructional setting.

Mainstream is funded based on ADA and not FTEs, therefore, a Contact Hour Multiplier is not necessary. Mainstream has an Instructional Arrangement Weight of 1.1.

Bobby's SPED Funding Allotment = \$6,797.
 Bobby's Regular Funding Allotment = \$6,180.
 Bobby's Total FSP Funding Allotment = \$12,977.



Speech Therapy Funding Example



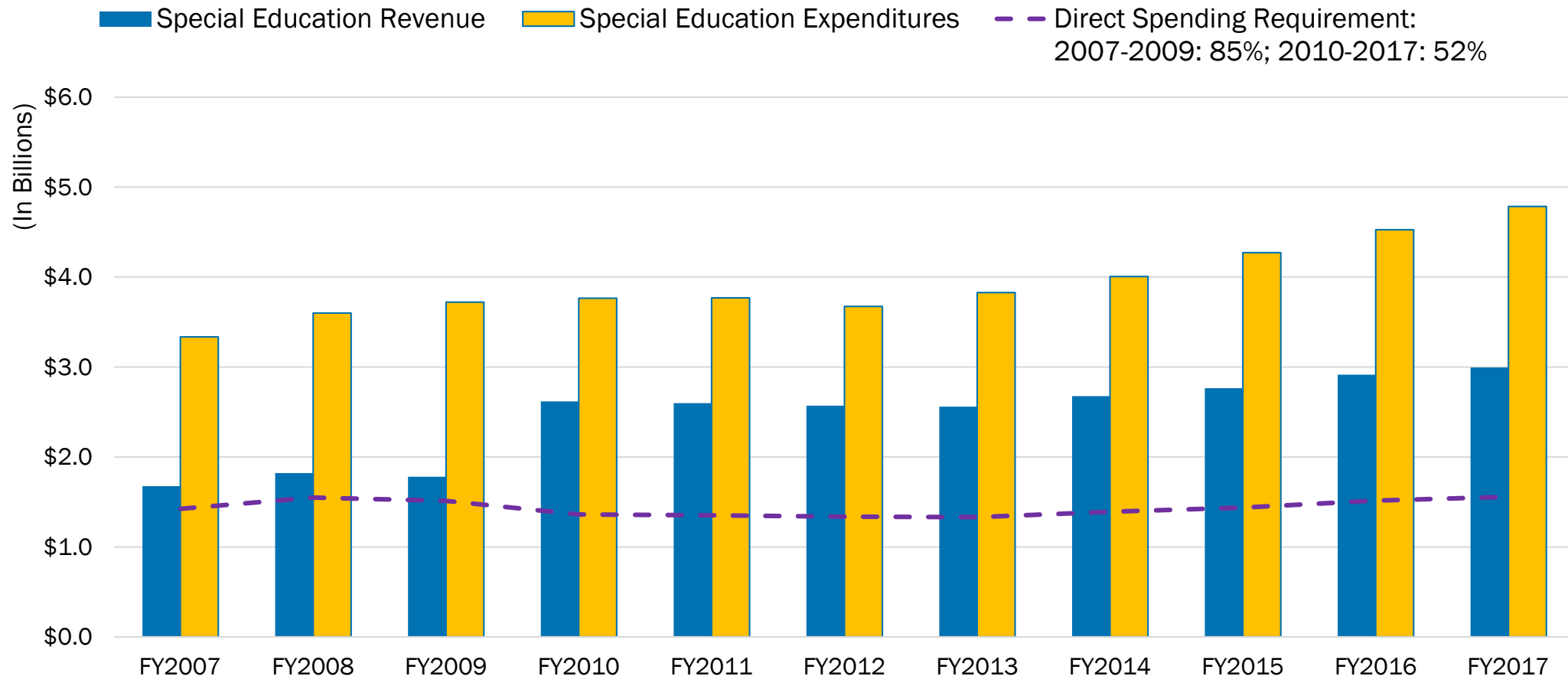
Jill was present for 175 of the 180 days taught this school year and was in an instructional setting of Speech Therapy

Speech Therapy has a Contact Hour Multiplier of 0.250 and an Instructional Arrangement Weight of 5.0.

Jill's SPED Funding Allotment = \$1,374.
Jill's Regular Funding Allotment = \$6,092.
Jill's Total FSP Funding Allotment = \$7,467.

Special Education Allotment (TEC §42.151)

Revenues vs. Expenditures since FY2007



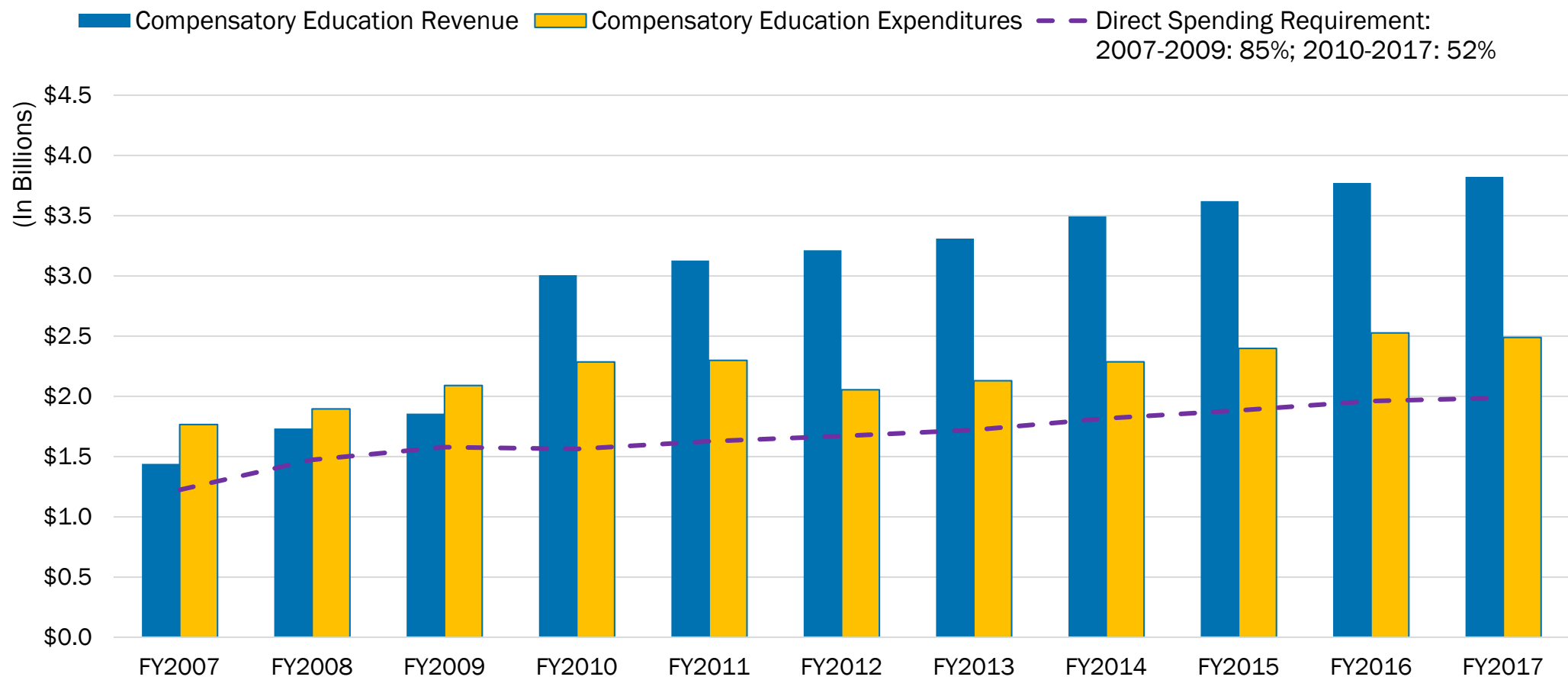
Special Education Allotment – Allowable Uses of Funds for Direct Expenditures

Examples of allowable direct expenditures include:

1. Expenses for special materials, supplies, and equipment which are directly related to the development and implementation of IEPs of students and which are not ordinarily purchased for the regular classroom.
2. Expenses for personnel assigned to instructional or other duties in the special education program and/or to provide support services to the regular education program in order for students with disabilities to be included in the regular program.

Compensatory Education Allotment (TEC §42.152)

Revenues vs. Expenditures since FY2007



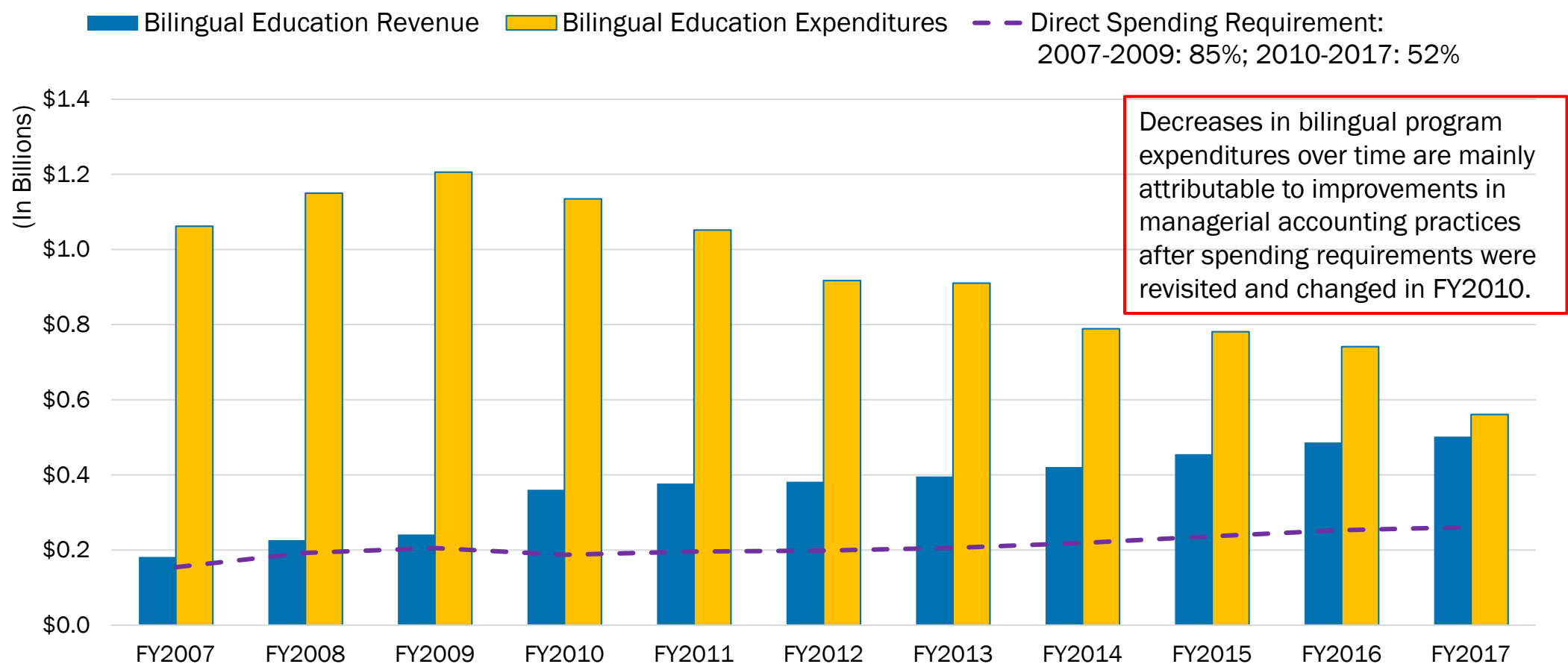
Compensatory Education Allotment - Allowable Uses of Funds for Direct Expenditures

Examples of allowable direct expenditures include:

1. Supplemental cost for equipment and other supplies required for quality instruction.
2. Supplemental staff expenses to reduce class size or provide individualized instruction for at risk students.
3. Supplemental Stipends, and extra-duty pay.

Bilingual Education Allotment (TEC §42.153)

Revenues vs. Expenditures since FY2007



Bilingual Education Allotment – Allowable Uses of Funds for Direct Expenditures

Examples of allowable direct expenditures include:

1. Bilingual thesauruses and dictionaries.
2. Salary supplements for certified bilingual and ESL teachers such as Stipends, and one time hiring bonuses, extra duty pay that are approved in employment contracts and local policy.

State Programmatic Guidelines for English Learners (EL)

- TEC 29.051 provides for the establishment of bilingual education and special language programs
- TEC 29.053 requires children be identified as English learners within four weeks of enrollment and served through bilingual education (BE) or special language programs (English as a Second Language - ESL)

Federal Programmatic Guidelines for ELs

Title III, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA):

- Aims to ensure that ELs and immigrant students attain English proficiency and develop high levels of academic achievement in English.
- Assists all ELs to meet the same challenging State academic standards that all children are expected to meet.

English Learner Program Models in Texas

Six State-Recognized English Learner Program Models	
English as a Second Language (ESL)	Bilingual Education (BE)
ESL Pull-out	Transitional – Early Exit Transitional – Late Exit
Content-based ESL	Dual Language – One-way Dual Language – Two-way

ESL program models provide grade-level content instruction in English (allowing for minimal support in the child’s primary language)

- ESL Pull-out: Students receive instruction from an ESL-certified teacher with a focus on language arts/reading
- ESL Content-based: Students receive instruction from an ESL-certified teacher in the four core content areas (Language arts/reading, math, science, social studies)

BE program models provide children who share a common primary language (in Texas, for the most part Spanish) instruction in their primary language (language and literacy), and in English

Bilingual Education:

EL Identification and Program Entry

TEC 29.056 (a) requires the state to develop standardized criteria for the identification, assessment, and classification of English learners

Upon initial enrollment of a child in school (PK-12), parent/guardian completes a Home Language Survey (HLS)

If a language other than English is indicated on the HLS, school district personnel administer an English language proficiency assessment to determine if the child shall be identified as an English learner and thus be eligible to receive special language program services

School district personnel notify the parent/guardian that the child has been identified as an EL; parents approve or deny services for the child

Child enters into special language programming (with parental permission) and is monitored for academic progress and attainment of English on an annual basis, with parental notification of child's progress provided in writing at the end of each school year, until the student attains full English proficiency

Bilingual Education:

EL Program Exit

TEC 29.056 (g) describes the State's standardized criteria to determine that an EL has attained full English proficiency and is eligible to exit from special language program services:

- At the end of each school year, assessment and teacher evaluation data are reviewed to determine EL readiness for exit
- Parent/guardian is notified in writing and child is exited upon receipt of parent approval
- Academic progress of the child is monitored for two years after program exit, and if determined necessary, the child may re-enter EL program services

The Texas ESSA State Plan, Approved by USDE in March 2018, assures that Texas will utilize:

- a single, standardized, statewide assessment for English learner identification, program entry, and program exit
- a standardized Student Exit Rubric for the subjective teacher evaluation component of the exit criteria

Transitional BE Program Models

Two models: Early Exit and Late Exit

- Differ in program length and instructional time devoted to primary language development

Goal: Program participants use their primary language as a resource while acquiring full proficiency in English

- Initial literacy instruction in the primary language, with the transfer of skills to English over time
- Accessibility to grade-level core content curriculum in primary language, as needed, so that students stay on grade level while acquiring English
- Decrease in time devoted to primary language instruction over time, as children transition to increasing amounts of instruction provided in English, ultimately culminating in English-only instruction

Results: Students develop **low to medium levels of bilingualism and biliteracy**, dependent on model specifics

Dual Language Program Models

Two models: One-way and Two-way

- Differ in students served, with one-way serving exclusively ELs sharing the same primary language, and two-way integrating students proficient in English and students identified as ELs

Goal: Program participants continue to develop grade-level language and literacy skills in the primary language while acquiring English

- Provision of instruction in academic content in the EL's primary language as well as in English, with transfer of skills taking place in both directions and for the duration of the program
- Accessibility to grade-level core content curriculum in primary language, so that students develop high levels of academic vocabulary and language skills in both English and another language
- At least half of the grade-level instruction delivered in the EL's primary language for the duration of the program, with no full transition to English-only instruction

Results: Students develop high levels of bilingualism and biliteracy, and high levels of academic achievement in the long term

ELs Long-Term K-12 Achievement

Normal Curve Equivalents on
standardized tests in English Reading

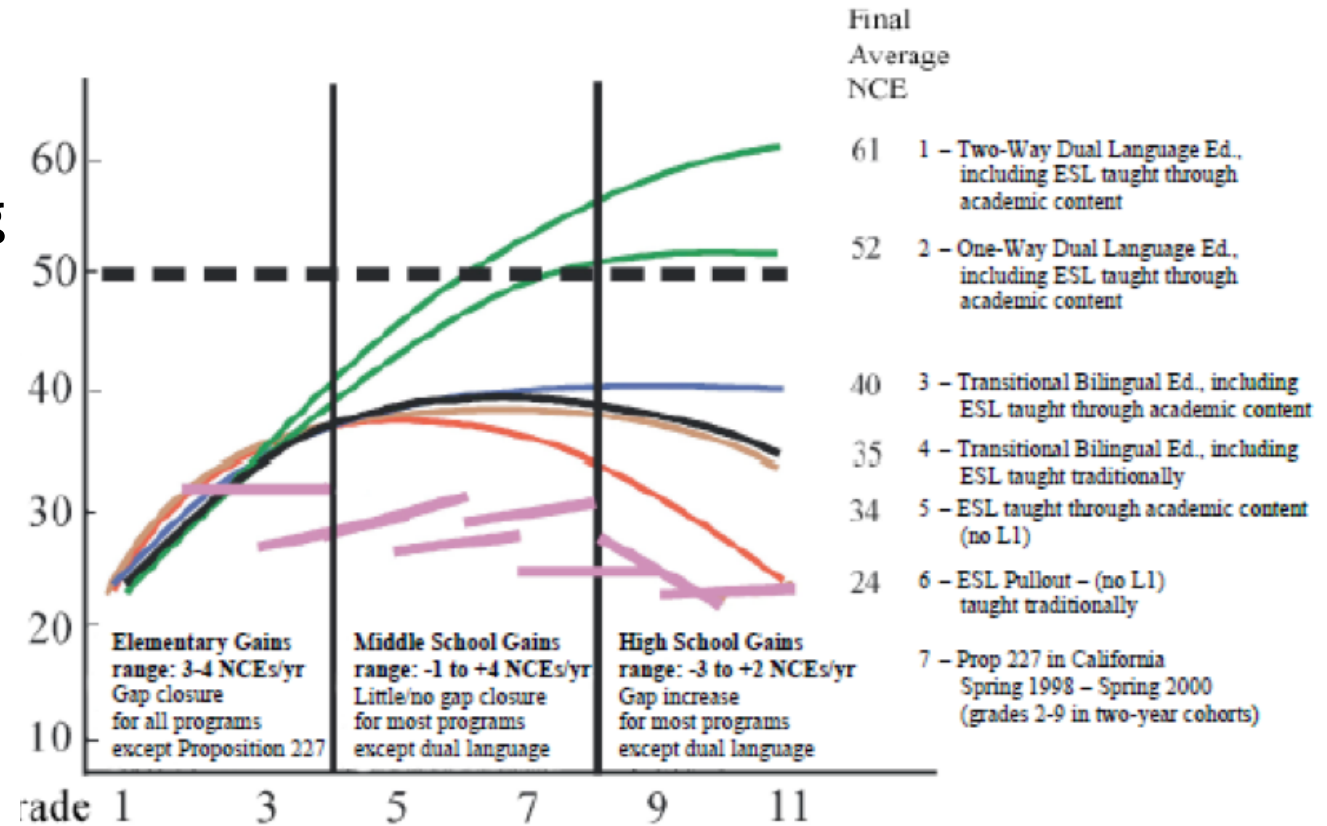
Two Way Dual Language Ed
One Way Dual Language Ed
Transitional Bilingual Ed (Academic
content)

Transitional Bilingual Ed (Taught
Traditionally)

ESL taught with academic content

ESL pullout from mainstream

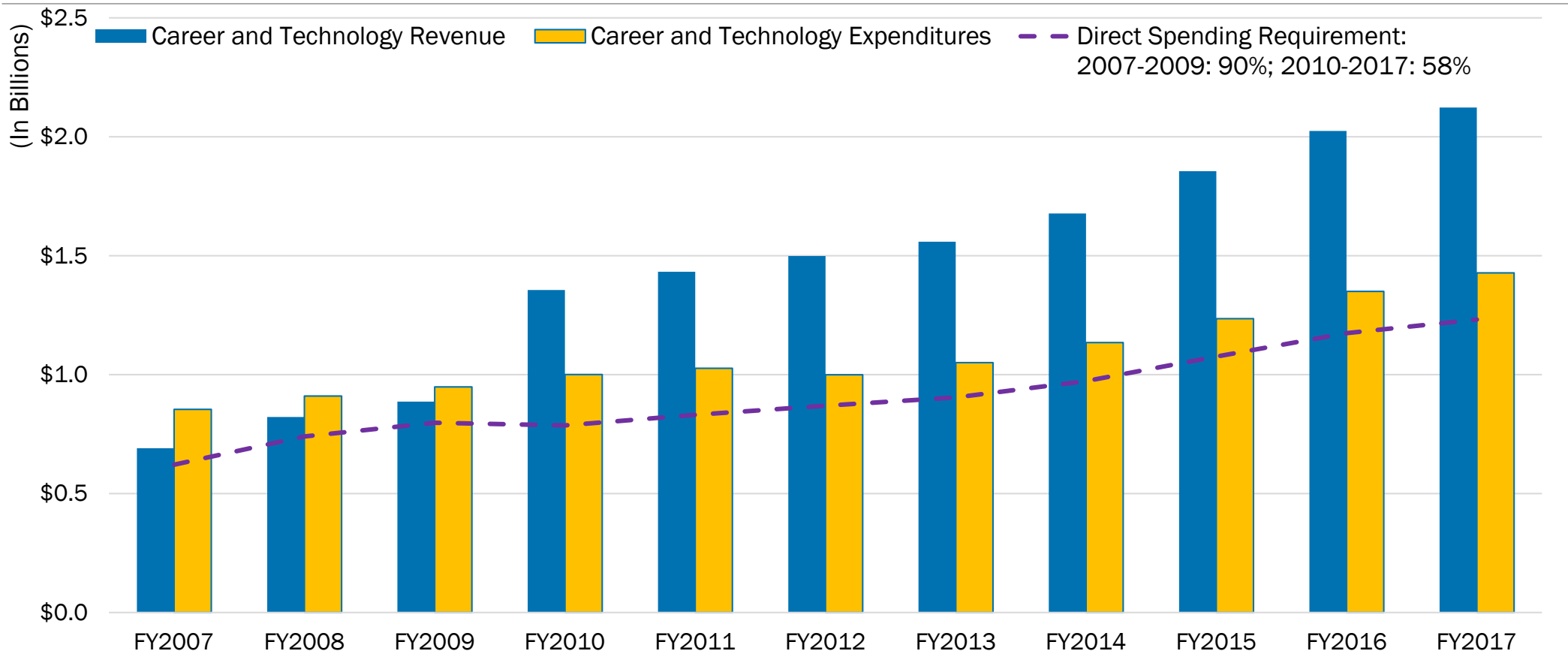
Proposition 227 in California



Thomas, W.P., & Collier, V.P. (2012). *Dual language education for a transformed world*. Fuente Press: Albuquerque, NM.

Career and Technology Allotment (TEC §42.154)

Revenues vs. Expenditures since FY2007



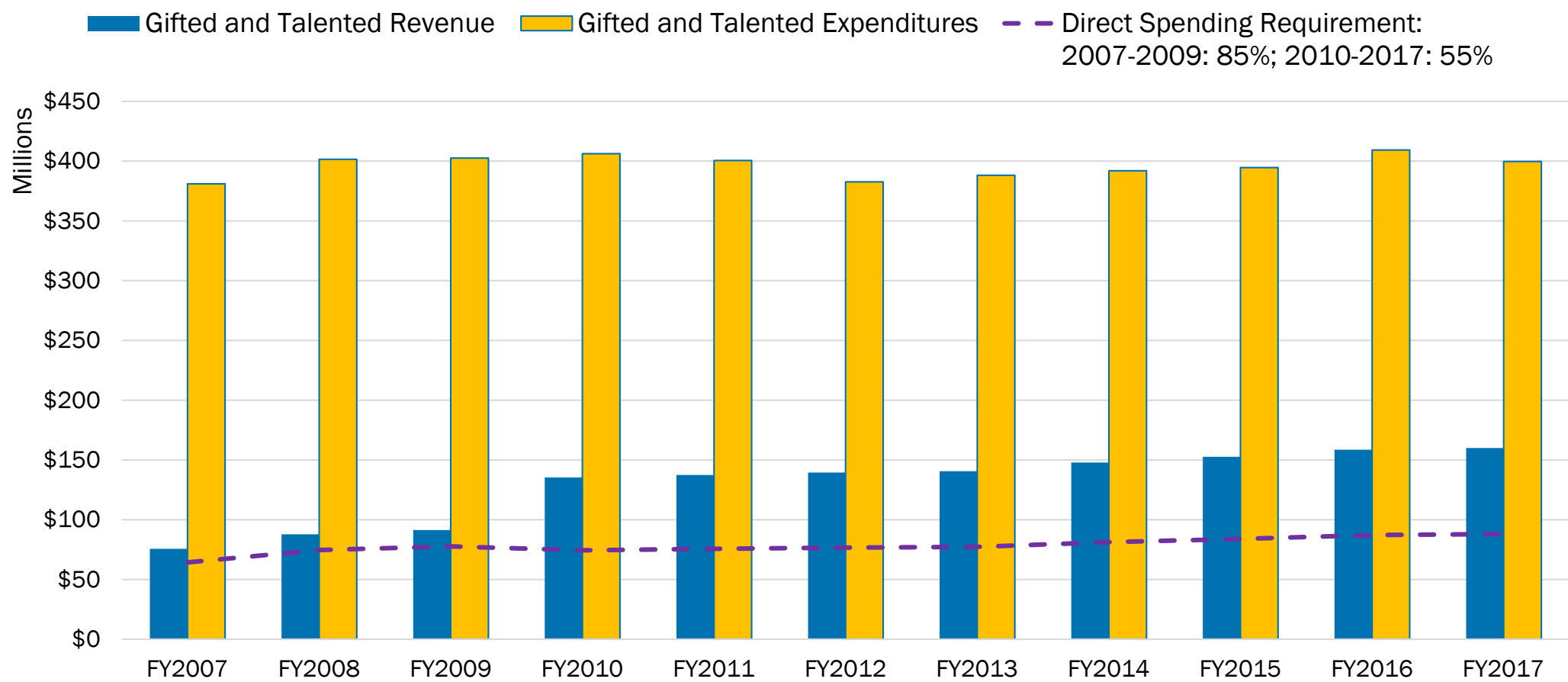
Career and Technology (CTE) Allotment – Allowable Uses of Funds for Direct Expenditures

Examples of allowable direct expenditures include:

1. Salaries, benefits, stipends, extra-duty pay for CTE teachers, CTE paraprofessionals, and CTE administrators.
2. Expenses related to improving or modernizing CTE equipment, supplies, and/or renovation of existing CTE facilities.
3. Expenses for motorized vehicles and trailers used exclusively for the benefit of CTE students in the CTE program.

Gifted and Talented Student Allotment (TEC §42.156)

Revenues vs. Expenditures since FY2007



Gifted and Talented Student Allotment – Allowable Uses of Funds for Direct Expenditures

Examples of allowable direct expenditures include:

1. Salaries for administrators that are 100% dedicated to administering and development of the Gifted and Talented (GT) program and services.
2. Stipends for teachers providing GT services serving only GT students in the GT program outside of their regular duties.
3. Salaries for “GT Specialists” that serve only GT students in the GT Program.

GT EDUCATIONAL PROGRAMS

TEC 29.121 and 29.122 define and establish a program to meet the unique needs of students who are identified as gifted in Texas public schools.

TEC 29.123 gives the State Board of Education the responsibility for developing and updating a plan to guide LEAs in providing effective services for students who are identified as gifted

The State Plan for Gifted Education, and Gifted Education Programming

TEA is currently working with the SBOE to revise the State's Plan for Gifted Education

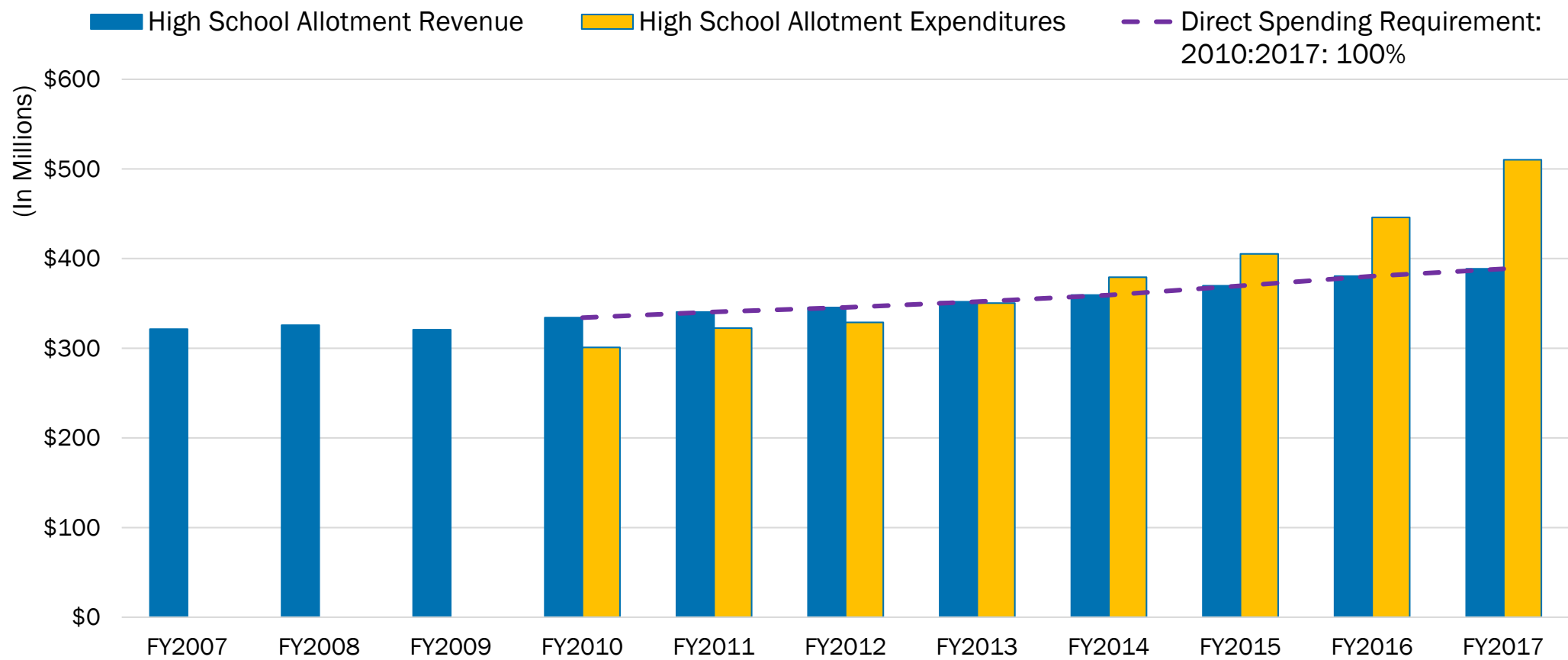
- Focus on increased rigor and expectations
- Increased emphasis on, and support for, the identification and service provision for students identified with giftedness and another exceptionality such as English learner status, or a disability.

Current State Plan:

- Offers an outline for services without prohibitive regulation
- Accountability centers on "compliance"
- Performance measures for five aspects of service design
- Some LEAs provide more comprehensive services incorporating research-based best practices

High School Allotment (TEC §42.160)

Revenues vs. Expenditures since FY2007



High School Allotment – Allowable Uses of Funds for Direct Expenditures

Examples of allowable direct expenditures include:

1. Professional development for teachers providing instruction in advanced placement (AP) courses.
2. Tuition and Fees for students taking dual credit classes and/or ACT/SAT tests.
3. Activities supporting college readiness and awareness, including transportation for college visits.

2017 I&S Adopted Tax Rates

86 school districts have an I&S tax rate at or above \$0.45, including 11 with an I&S tax rate over \$0.50

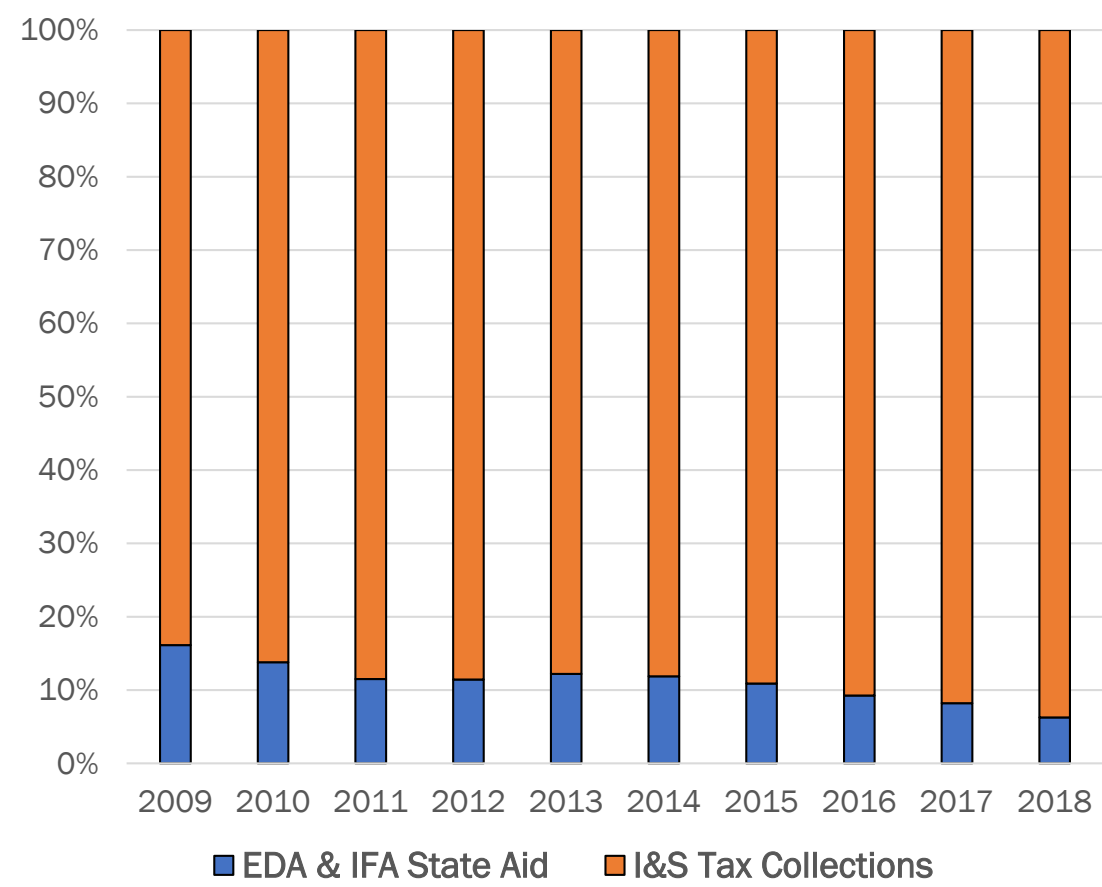
Allen ISD	Crowley ISD	Godley ISD	Liberty Hill ISD	Odem-Edroy ISD	Sunnyvale ISD
Anna ISD	Crystal City ISD (\$0.5131)	Grandfalls-Royalty ISD (\$0.7903)	Longview ISD	Pflugerville ISD	Teague ISD (\$0.5405)
Argyle ISD	Cuero ISD	Gunter ISD	Lovejoy ISD	Plains ISD (\$0.5623)	Terrell County ISD
Brock ISD	Culberson County-Allamore ISD	Hays ISD	Lubbock-Cooper ISD	Post ISD (\$0.58)	Tioga ISD
Bullard ISD	Darrouzett ISD (\$0.8668)	Hitchcock ISD	Manor ISD	Premont ISD	Van Alstyne ISD
Burleson ISD	Denton ISD	Hubbard ISD	Mansfield ISD	Princeton ISD	Wellman-Union ISD (\$0.516)
Canadian ISD (\$0.64)	Dickinson ISD	Hutto ISD	McCamey ISD	Prosper ISD	White Settlement ISD
Cedar Hill ISD	Driscoll ISD (\$0.6598)	Ira ISD (\$0.60)	McKinney ISD	Rice ISD	Wildorado ISD
Celina ISD	Duncanville ISD	Jacksboro ISD	Melissa ISD	Robstown ISD	Wylie ISD
Cleburne ISD	Ennis ISD	Keller ISD	Midlothian ISD	Royse City ISD	Yoakum ISD
Colorado ISD	Falls City ISD	Lake Dallas ISD	Munday ISD	Runge ISD	
Community ISD	Forney ISD	Lake Worth ISD	New Caney ISD	Schertz-Cibolo-U City ISD	
Crandall ISD	Freer ISD (\$0.52)	Lancaster ISD	Newcastle ISD	Spring Hill ISD	
Crosby ISD	Gary ISD	Leander ISD	Northwest ISD	Spring ISD	

State & local share of debt service over the last decade

Local property values have grown significantly over the last decade, doubling interest and sinking (I&S) tax collections from **\$3.7 billion** in FY2009 up to an estimated **\$6.4 billion** in FY2018.

As a result of this property value growth, and a funding yield that has remained unchanged at \$35 (HB21 increased yield begins in FY2019), **districts have become less reliant on state aid to fund their debt service payments.**

Therefore, *as a percentage* of the total dollars available to fund school district annual debt service payments, the state’s share of the total (through IFA and EDA) has dropped from **16%** to **6%** during that same time span.



Estimated costs of increasing funding yield for IFA and EDA

Before HB21 (85-1) increased the EDA yield, the yield had remained at **\$35** per student in average daily attendance (ADA) per penny of tax effort since the inception of IFA and EDA.

For the 2020-2021 biennium, an increase to the yield for both programs* would cost the State as follows:

- **\$40** yield would cost **\$204 million** over the biennium
- **\$45** yield would cost **\$527 million** over the biennium
- **\$50** yield would cost **\$898 million** over the biennium